CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

The data for this study were collected according to the methodology and procedures as already described in Chapter Three. Data were collected by means of a survey questionnaire administered to 903 respondents comprising female teachers in government high schools in Mashhad district, Iran. The data were analyzed using the SPSS (Statistical Packages for the Social Sciences), Version 13. Statistical methods such as Mean, Standard Deviation, *t-test*, Pearson correlation, Regression, ANOVA and MANOVA were used to derive the findings of this study.

4.2 Findings of Research Related to Question Number 1

This section will address the research question number 1: What is the extent of practicing participatory management in female government high schools in Mashhad districts in Iran?

4.2.1 Overall Results Concerning Participatory Management (PM0)

Table 4.1 shows the overall results of the mean values of the 15 components and their *t-test* values (one sample test) of participatory management (PM0). The mean value was calculated by totaling all the scores of the survey items and dividing it by the total number of respondents (903 teachers). The formula for the mean value is:

$$\mu = \frac{\sum_i^n fx}{n}$$

The *t-test* value in Table 4.1 refers to the *t-test* value of the statistic sample to examine the direction of each component of participatory management (PM0) with respect to the desired situation or the value of the overall mean. The desired overall mean chosen for the t-testing was a score of 60. The following hypothesis was therefore formulated:

Participatory management (each of the 15 components) is not favorably practiced by female government high schools in Mashhad. $H0: \mu < 60$

Participatory management (each of the 15 components) is favorably practiced by female government high schools in Mashhad. $H1: \mu \geq 60$

Table 4.1
Overall Results Regarding Mean Value and t-test Value

Components	Mean Value	Standard Deviation	*t-test* Value	*df*	Sig. * (one-ailed)
Participatory management (PM0)	70.1	16.4	18.563	902	.000*
Trust (PM1)	72.9	17.5	22.034	901	.000*
Decision making (PM2)	67.5	20.3	11.134	901	.000*
Team working (PM3)	68.8	19.7	13.376	901	.000*
Share power (PM4)	58.6	16.0	-2.472	902	.014*
Motivation (PM5)	62.6	16.6	13.867	902	.000*
Communication (PM6)	72.0	19.4	18.349	902	.000*
Involvement (PM7)	71.5	18.9	18.338	902	.000*
Collaboration (PM8)	72.1	18.8	19.481	901	.000*
Democracy (PM9)	73.8	19.6	21.128	901	.000*
Transparency (PM10)	71.6	19.2	18.179	901	.000*
Innovation (PM11)	69.8	21.6	13.675	901	.000*
Respect (PM12)	78.1	18.6	29.363	901	.000*
Problem solving (PM13)	68.0	19.9	12.198	901	.000*
Identifying common goal (PM14)	70.9	18.1	12.198	901	.000*
Equalitarian (PM15)	70.3	19.6	15.716	900	.000*

Note. * means statistically significant

As the results in Table 4.1 show, the highest mean value is 78.1 for the Respect (PM12) component whereas the lowest mean value is 58.6 for the Share power (PM4) component. The *t-test* value was at significant level for all the 15 components, the highest being 29.363 and the lowest being -2.472. Overall, the mean value was more than 60 except for the Share power (PM4) component, the standard deviation of which was 16.0 and the *t-test* value was 18.563 at the significance level of .00. These findings show that the level of participatory management for 14 components was prominent or favorable (more than 60 mean value) except for the Share power (PM4) for the female government high schools in Mashhad districts, Iran.

Table 4.2 shows the overall results for the mean values of participatory management (PM0) in the seven districts in female government high schools in Mashhad including the minimum and maximum value as well as the standard deviation.

Table 4.2
Mean Value of Participatory Management in the Seven Districts in Mashhad

	Count	Mean	Minimum	Maximum	Standard Deviation
Participatory management (PM0)	903	70.1	15.4	99.1	16.4
District I	156	69.1	28.9	99.1	15.1
District II	153	67.5	20.0	98.6	16.9
District III	62	69.1	23.9	97.1	17.5
District IV	154	72.3	30.5	99.1	14.5
District V	107	71.0	15.4	97.9	16.5
District VI	113	71.0	21.4	98.2	17.6
District VII	158	70.9	18.2	98.6	17.6

Based on the results in Table 4.2, overall mean scores for the participatory management component (from the maximum score 100) was 70.1, with the standard deviation value of 16.4. This means that there was a prominent level of participatory management in the female government high schools in Mashhad districts. In fact, this situation was the same for all the seven districts. The results also show that District IV had high mean

value i.e. 72.3. On the other hand, District II had low mean value i.e. 67.5. The value of the standard deviation was the highest for Districts VI and VII, meaning that the greatest disagreement was among the teachers in these two districts in answering the survey questionnaire. However, the teachers in District IV had more agreement about the participatory management.

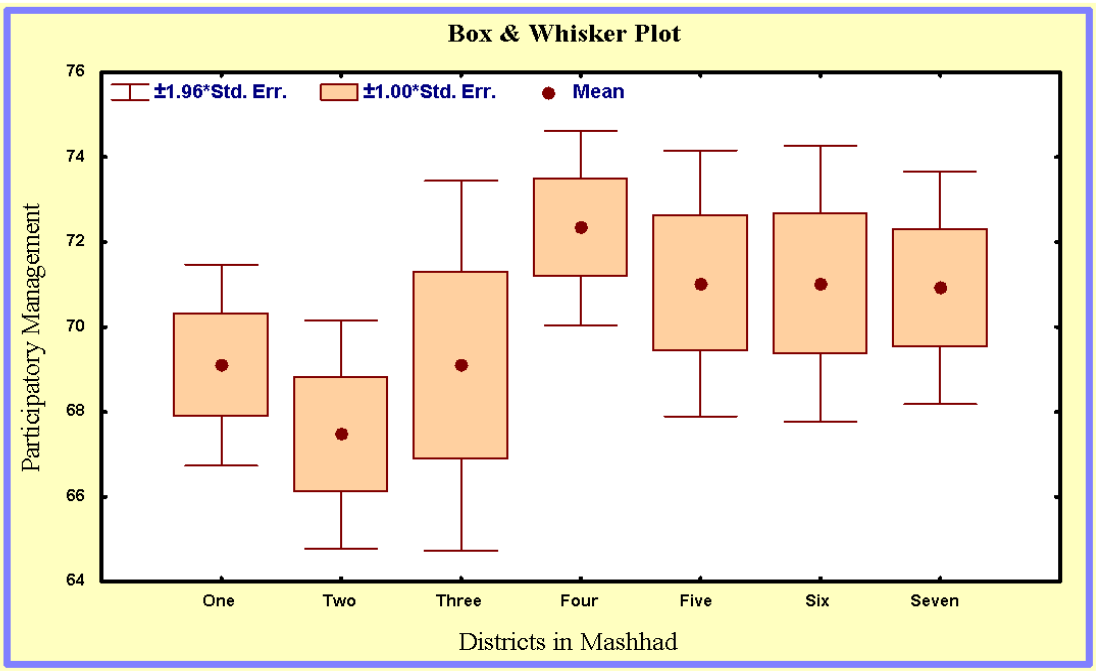

Figure 4.1. Boxplot comparisons of participatory management score of the seven districts in Mashhad.

Based on Figure 4.1, all the mean scores were more than 67, the highest for District IV and the lowest for District II. Therefore, this indicates that participatory management was high or at a favorable level among the teachers and manager in school management.

A *t-test* for one statistic sample was made to examine the deviation of participatory management with respect to the desired situation. To test the above assumption, the Student's *t-test* one sided had been used. By calculation, the overall *t-test* value was 22.034 at the significance level of .000. The analysis for the seven districts is shown in Table 4.3.

Table 4.3
Result of t-test Value for Participatory Management in Seven Districts in Mashhad

	t-test value	*df*	Sig. (one-tailed)
Participatory management (PM0)	18.563	902	.000
District I	7.531	155	.000
District II	5.458	152	.000
District III	4.088	61	.000
District IV	10.575	153	.000
District V	6.911	106	.000
District VI	6.651	112	.000
District VII	7.809	157	.000

Based on the significant *t-test* values indicated in Table 4.3, the high schools in the seven districts in Mashhad had a high level of participatory management.

4.2.2 Trust Component of Participatory Management (PM1)

Table 4.4 shows overall results for mean values of Trust component in the seven districts in female government high schools in Mashhad including the minimum and maximum value and standard deviation value.

Table 4.4
Mean Value of the Trust Component in Seven Districts in Mashhad

	Count	Mean	Minimum	Maximum	Standard Deviation
Trust (PM1)	902	72.9	20.0	100.0	17.5
District I	156	71.6	30.0	100.0	17.8
District II	153	71.9	25.0	100.0	17.4
District III	62	72.3	25.0	100.0	19.0
District IV	154	74.8	25.0	100.0	16.1
District V	107	74.5	35.0	100.0	16.6
District VI	113	71.7	20.0	100.0	19.4
District VII	158	73.1	30.0	100.0	17.6

Based on the results in Table 4.4, overall mean score for the Trust component (from the maximum score 100) was 72.9, and the standard deviation value was 17.5. This means that there was a prominent level of Trust component in participatory management in the female government high schools in Mashhad district. In fact, this situation was the same for all the seven districts. The result also shows that the Districts IV and V had high mean value of 74.8 and 74.5 respectively. On the other hand, Districts I, VI and II had low mean value of 71.6, 71.7 and 71.9 respectively. The value of the standard deviation was the highest for District VI, meaning the greatest disagreement was among the teachers in District VI in answering the survey questionnaire, and the teachers in the District IV had more agreement about the Trust component.

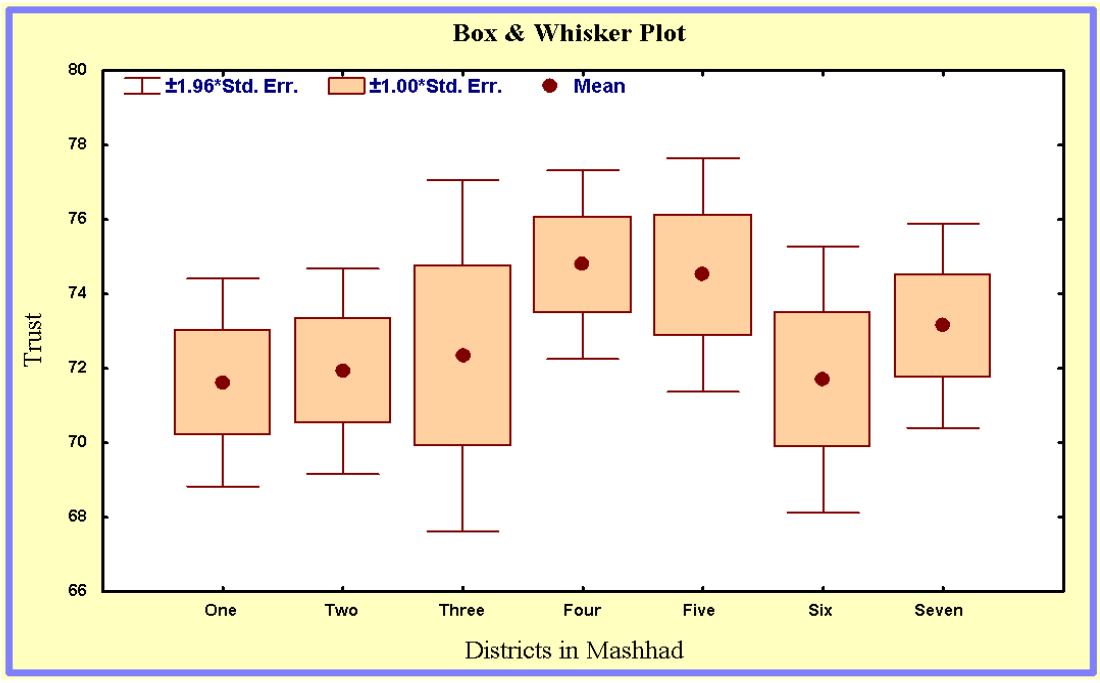

Figure 4.2. Boxplot comparisons of Trust component score of the seven districts in Mashhad.

Based on Figure 4.2, all the mean scores were more than 70, with the highest for District IV and lowest for District I. Therefore, this indicates that Trust component was high or at a favorable level among teachers and managers in school management.

Trust was one of the fifteen components of participatory management which was measured by 5 questions (1-5). Table 4.5 shows the distribution of the frequency and percentage of the scores in Table 4.5 for the items in this component. Based on the results, of the 903 respondents, it was found that more than 72% scored prominent and very prominent for the component of Trust in participatory management. The teachers agreed that "The school head has confidence in teachers' work and encourages active participation of students in organizing co-curricular activities".

Table 4.5
Percentage for Responses on Trust Component by the Teachers

Item number	Survey Item Description	Totally not Prominent	Fairly not Prominent	Fairly Prominent	Prominent	Very Prominent	Descriptive		
							Count	Mean	Standard Deviation
1	High level of trust among teachers	2.4%	4.6%	27.3%	43.4%	22.4%	899	3.8	.92
2	Head has a complete trust in teachers	0.9%	4.0%	25.1%	42.8%	27.2%	893	3.9	.87
3	Head delegates duties and responsibility	2.7%	5.0%	25.0%	40.8%	26.4%	879	3.8	.97
4	Head expresses confidence in teacher	1.9%	5.2%	17.5%	40.6%	34.7%	898	4.0	.95
5	Head encourages participation of students	1.7%	3.2%	19.5%	41.7%	33.9%	894	4.0	.90

The results in Table 4.5 can be presented graphically by Figure 4.3, which shows the bar chart for the size percentage for each of the five items in the Trust component.

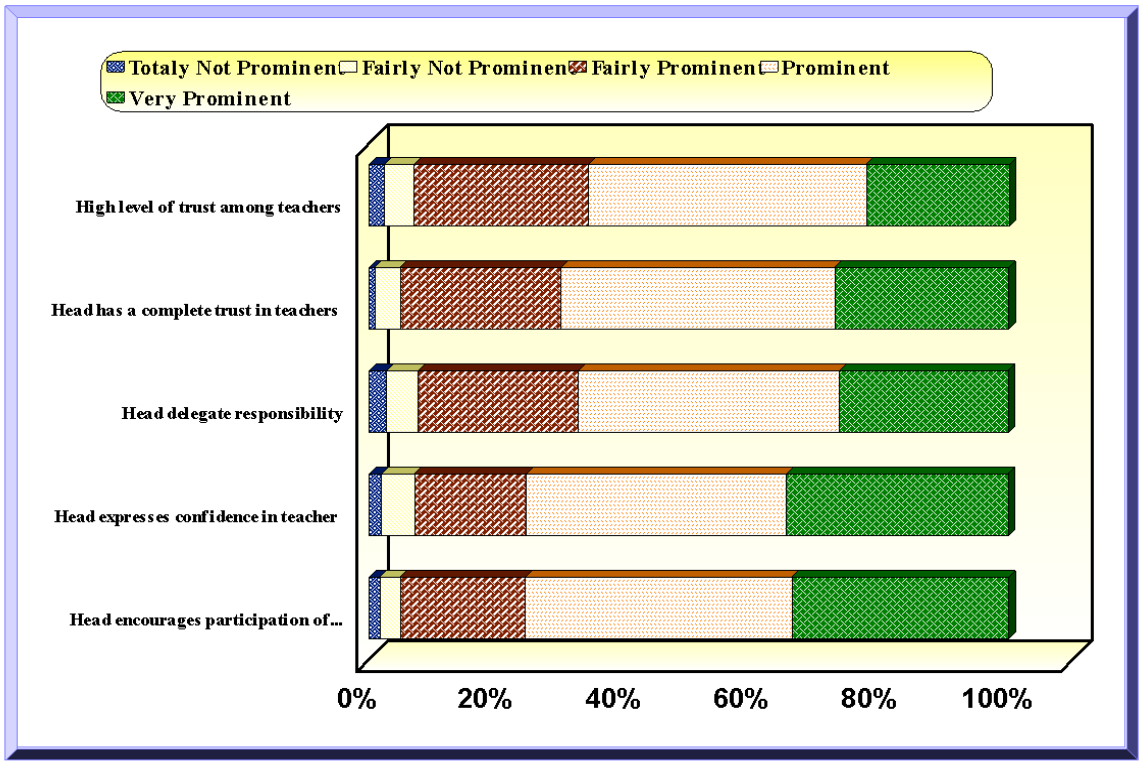

Figure 4.3. The size percentage for each of the five items in the Trust component.

It was assumed that the level of Trust was higher than the expected mean value (60). To test the above assumption, the Student's *t-test* one sided was used. By calculation, the overall *t-test* value was 22.034 at the significant level of .000. The analysis for the seven districts is shown in Table 4.6.

Table 4.6
Result of t-test Value for Trust Component Generally and Separately in Seven Districts in Mashhad

	t-test value	*df*	Sig. (one-tailed)
Trust (PM1)	22.034	901	.000
District I	8.149	155	.000
District II	8.455	151	.000
District III	5.118	61	.000
District IV	11.406	153	.000
District V	9.050	106	.000
District VI	6.410	112	.000
District VII	9.388	157	.000

Based on the results in Table 4.6, the high schools in the seven districts in Mashhad had a high level of Trust component in participatory management, as indicated by all the *t-test* values which were statistically significant.

4.2.3 Decision Making Component of Participatory Management (PM2)

Table 4.7 shows overall results for mean values of Decision making component in the seven districts in female government high schools in Mashhad including the minimum and maximum value and standard deviation value.

Table 4.7
Mean Value of the Decision Making Component in Seven Districts in Mashhad

	Count	Mean	Minimum	Maximum	Standard Deviation
Decision making (PM2)	902	67.5	0.00	100.0	20.3
District I	156	66.3	10.0	100.0	20.1
District II	153	65.8	5.0	100.0	21.0
District III	62	65.1	6.3	100.0	21.0
District IV	154	69.6	15.0	100.0	18.8
District V	107	69.1	0.0	100.0	19.7
District VI	113	67.7	12.5	100.0	22.0
District VII	158	68.2	5.0	100.0	20.5

Based on the results in Table 4.7, overall mean score for the Decision making component (from the maximum score 100) was 67.5, and the standard deviation value was 20.3. This means that there was a prominent level of Decision making component in participatory management in the female government high schools in Mashhad district. In fact, this situation was the same for all the seven districts. The result also shows that Districts IV and V had high mean value of 69.6 and 69.1 respectively for this component. On the other hand, Districts III and II had low mean value of only 65.1 and 65.8 respectively.

The value of the standard deviation was the highest for District VI, meaning the greatest disagreement was among the teachers in the District VI in answering the survey questionnaire, while the teachers in the District IV had more agreement about the Decision making component.

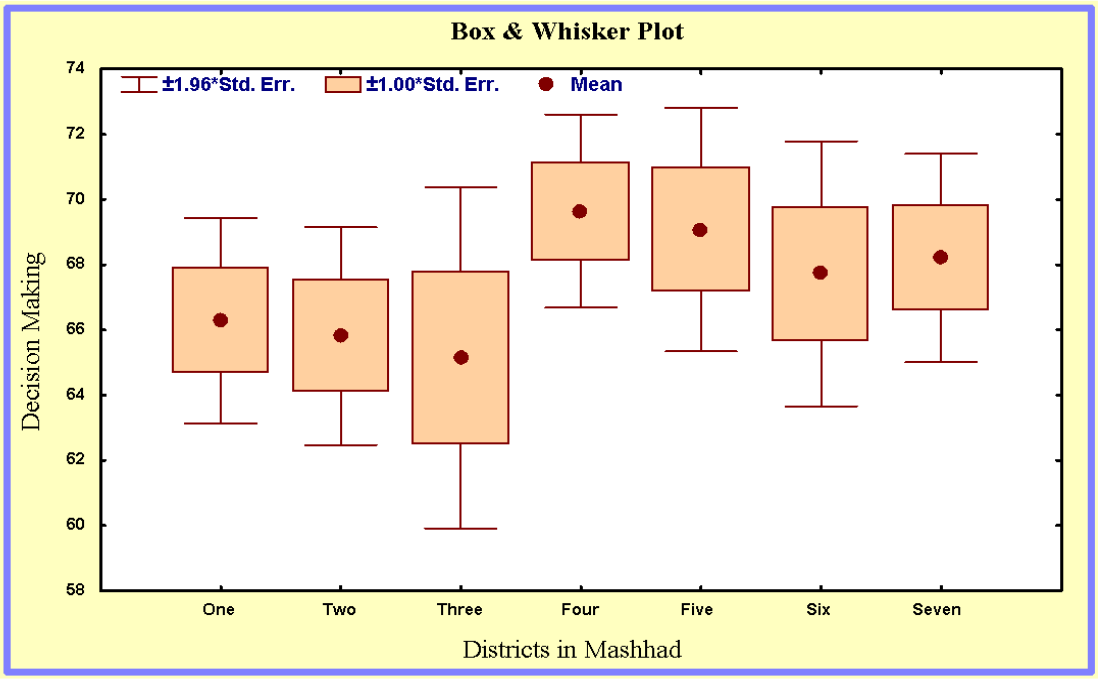

Figure 4.4. Boxplot comparisons of Decision making component score of the seven districts in Mashhad.

Based on Figure 4.4, all the mean scores were more than 65, with the highest for District IV and lowest for District III. Therefore, this indicates that Decision making component was high or at a favorable level among teachers and managers in school management.

Decision making was one of the fifteen components of participatory management which was measured by 5 questions (6-10). Table 4.8 shows the distribution of the frequency and percentage of the scores for the items in this component. Based on the results, of the 903 respondents, it was found that more than 64% scored prominent and very prominent for the component of Decision making in

participatory management. The teachers were in agreement with the statement that "The school head incorporates or implements teachers' suggestions in managing the school."

Table 4.8
Percentage for Responses on Decision Making Component by the Teachers

Item number	Survey Item Description	Totally not Prominent	Fairly not Prominent	Fairly Prominent	Prominent	Very Prominent	Descriptive		
							Count	Mean	Standard Deviation
6	Involvement teachers in decision making	2.7%	9.3%	30.3%	39.1%	18.6%	891	3.6	.98
7	Decisions are made by collectively	2.5%	10.6%	26.1%	39.5%	21.4%	889	3.7	1.01
8	Head incorporates teachers' suggestions	1.8%	8.3%	25.1%	42.8%	22.0%	894	3.8	.95
9	Head always seeks students' ideas	1.2%	8.2%	29.0%	41.6%	20.0%	891	3.7	.92
10	Head consults teachers in resolving issues	2.3%	6.4%	27.8%	39.7%	23.8%	866	3.8	.96

The results in Table 4.8 can be presented graphically by Figure 4.5, which shows the bar chart of the percentage size breakdown for responses to the five items in the Decision making component.

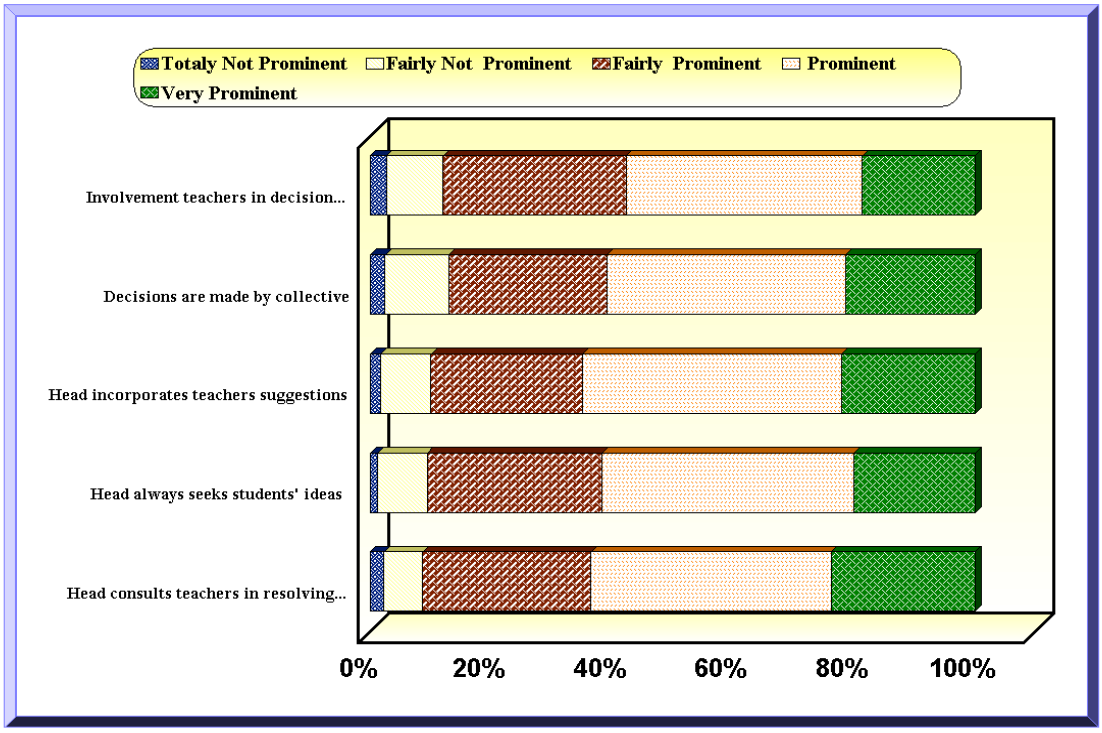

Figure 4.5. The size percentage for each of the five items in the Decision making component.

It was assumed that the level of Decision making was higher than the expected mean value (60).To test the above assumption, the Student's *t-test* one sided was used. By calculation, the overall *t-test* value was 11.134 at the significant level of .000. The analysis for the seven districts is shown in Table 4.9.

Table 4.9
Result of t-test Value for Decision Making Component Generally and Separately in Seven Districts in Mashhad

	t-test value	*df*	Sig. (one-tailed)
Decision making (PM2)	11.134	901	.000
District I	3.906	155	.000
District II	3.411	151	.001
District III	1.927	61	.059
District IV	6.384	153	.000
District V	4.762	106	.000
District VI	3.725	112	.000
District VII	5.032	157	.000

Based on the results in Table 4.9, the high schools in the seven districts in Mashhad had a high level of Decision making component in participatory management, as indicated by all the *t-test* values which were statistically significant.

4.2.4 Team Working Component of Participatory Management (PM3)

Table 4.10 shows overall results for mean values of Team working component in the seven districts in female government high schools in Mashhad including the minimum and maximum value and standard deviation value.

Based on the results in Table 4.10, overall mean score for the Team working component (from the maximum score 100) was 68.8, and the standard deviation value was 19.7. This means that there was a prominent level of Team working component in participatory management in the female government high schools in Mashhad district. In fact, this situation was the same for all the seven districts. The result also shows that

Table 4.10
Mean Value of the Team Working Component in Seven Districts in Mashhad

	Count	Mean	Minimum	Maximum	Standard Deviation
Team working (PM3)	902	68.8	10.7	100.0	19.7
District I	156	68.3	14.3	100.0	18.3
District II	153	65.2	14.3	100.0	19.5
District III	62	69.1	14.3	100.0	20.1
District IV	154	70.9	15.0	100.0	20.0
District V	107	69.6	17.9	100.0	19.6
District VI	113	68.5	12.5	100.0	21.5
District VII	158	70.2	10.7	100.0	19.8

Districts IV and VII had high mean value of 70.9 and 70.2 respectively. On the other hand, Districts II had a low mean value of only 65.2. The value of the standard deviation was the highest for District VI, meaning the greatest disagreement was among the teachers in the District VI in answering the question related to this item in the survey

questionnaire, and the teachers in the District I had the highest agreement about the Team working component.

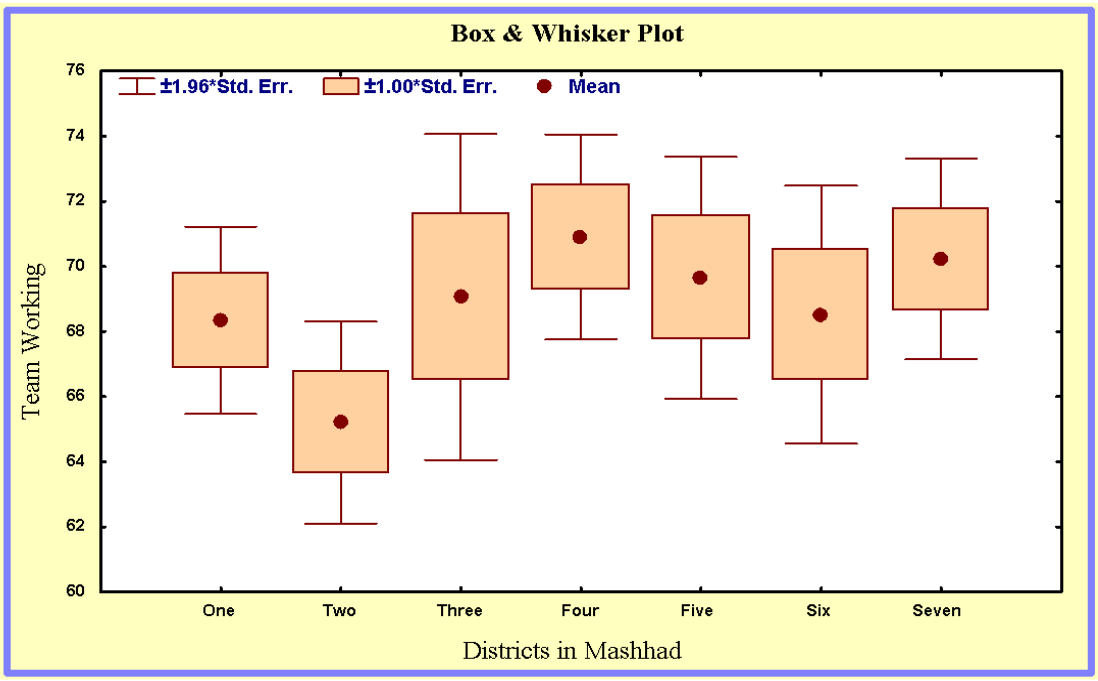

Figure 4.6. Boxplot comparisons of Team working component score of the seven districts in Mashhad.

Based on Figure 4.6, all the mean scores were more than 65, the highest for District IV and lowest for District I. Therefore, this indicates that Team working component was high or at a favorable level among teachers and managers in school management.

Team working was one of the fifteen components of participatory management which was measured by 7 questions (11-17). Table 4.11 shows the distribution of the frequency and percentage of the scores in Table 4.11 for the items in this component. Based on the results, of the 903 respondents, it was found that more than 70% scored prominent and very prominent for the component of Team working in participatory management. The teachers expressed," Students can take part in different work teams in this school."

Table 4.11

Percentage for Responses on Team Working Component by the Teachers

Item number	Survey Item Description	Totally not Prominent	Fairly not Prominent	Fairly Prominent	Prominent	Very Prominent	Descriptive		
							Count	Mean	Standard Deviation
11	Decisions are made cooperatively	2.6%	5.0%	25.8%	40.1%	26.6%	896	3.8	.96
12	Work teams that coordinate efforts	4.6%	10.7%	31.7%	36.5%	16.5%	886	3.5	1.04
13	Students take part in different team work	2.0%	4.2%	22.1%	41.4%	30.3%	891	3.9	.93
14	There are differentiated member roles	3.5%	7.6%	29.1%	41.9%	18.0%	857	3.6	.98
15	Teamwork is encouraged and practiced in school	2.9%	6.6%	25.2%	36.3%	29.0%	896	3.8	1.02
16	Head encourages teamwork	2.0%	5.6%	26.1%	35.2%	31.1%	894	3.9	.98
17	There is a culture of teamwork	3.0%	7.5%	27.1%	40.6%	21.7%	892	3.7	.99

The results in Table 4.11 can be presented graphically by Figure 4.7, which shows the bar-type figure of the size percentage for each of the seven items in the Team working component.

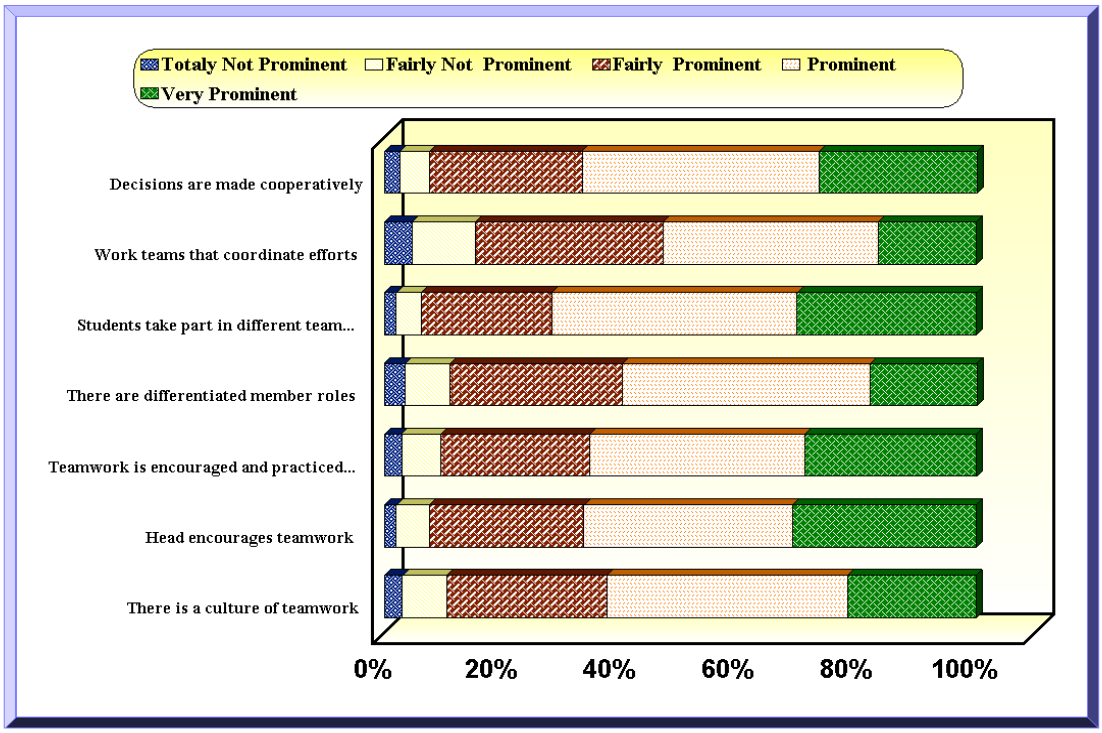

Figure 4.7. The size percentage for each of the seven items in Team working component.

It was assumed that the level of Team working was higher than the expected mean value (60).To test the above assumption, the Student's *t-test* one sided was used. By calculation, the overall *t-test* value was 13.379 at the significant level of .000. The analysis for the seven districts is shown in Table 4.12.

Table 4.12
Result of t-test Value for Team Working Component Generally and Separately in Seven Districts in Mashhad

	t-test value	*df*	Sig. (one-tailed)
Team working (PM3)	13.376	901	.000
District I	5.680	155	.000
District Π	3.287	151	.001
District III	3.549	61	.001
District IV	6.783	153	.000
District V	5.085	106	.000
District VI	4.216	112	.000
District VII	6.496	157	.000

Based on the results in Table 4.12, the high schools in the seven districts in Mashhad had a high level of Team working component in participatory management, as indicated by all the *t-test* values which were statistically significant.

4.2.5 Share Power Component of Participatory Management (PM4)

Table 4.13 shows overall results for mean values of Share power component in the seven districts in female government high schools in Mashhad including the minimum and maximum value and standard deviation value.

Table 4.13
Mean Value of the Share Power Component in Seven Districts in Mashhad

	Count	Mean	Minimum	Maximum	Standard Deviation
Share power (PM4)	903	58.6	7.1	100.0	16.0
District I	156	58.4	25.0	100.0	16.2
District II	153	56.4	14.3	100.0	16.0
District III	62	59.6	17.9	100.0	16.4
District IV	154	60.9	7.1	100.0	16.0
District V	107	58.5	21.4	100.0	15.1
District VI	113	58.2	14.3	91.7	17.1
District VII	158	59.1	14.3	89.3	15.6

Based on the results in Table 4.13, overall mean score for the Share power component (from the maximum score 100) was 58.6, and the standard deviation value was 16.0. This means that there was not a prominent level of Share power component in participatory management in the female government high schools in Mashhad district. In fact, this situation was the same for all the seven districts except District IV. The result also shows that the Districts IV had high mean value of. 60.9 for this component. On the other hand, District II recorded a low mean value of 56.4. The value of the standard deviation was the highest for District VI, meaning the greatest disagreement was among the teachers in the District VI in answering for this item in the survey questionnaire, while the teachers in the District V had the lowest standard deviation, indicating they had more agreement about the Share power component.

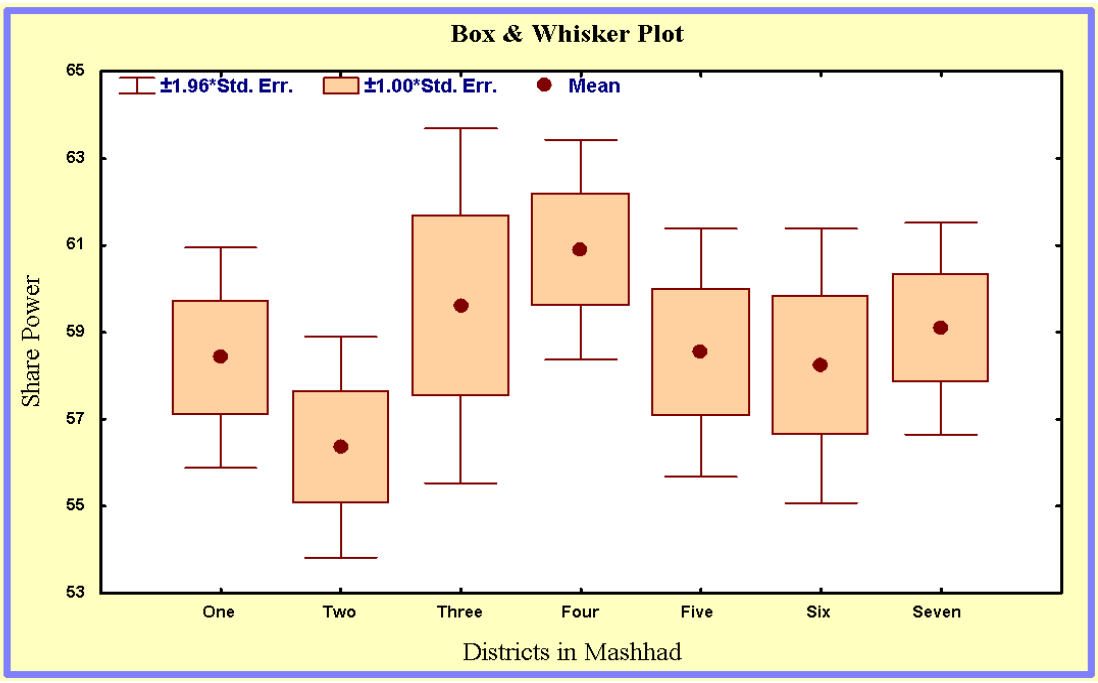

Figure 4.8. Boxplot comparisons of Share power component score of the seven districts in Mashhad.

Based on Figure 4.8, all the mean scores were less than 60 except for District IV, the highest was for District IV and lowest for District II. Therefore, this indicates that Share power component was not high or not at a favorable level among teachers and managers in school management.

Share power was one of the fifteen components of participatory management which was measured by 7 questions (18-24). Table 4.14 shows the distribution of the frequency and percentage of the scores for the items in this component. Based on the results, of the 903 respondents, it was found that more than 51% scored prominent and very prominent for the component of Share power in participatory management. The teachers expressed "The school head is result-oriented but gives teachers/staff the freedom to come up with their own ways of doing their job."

Table 4.14

Percentage for Responses on Share Power Component by the Teachers

Item number	Survey Item Description	Totally not Prominent	Fairly not Prominent	Fairly Prominent	Prominent	Very Prominent	Descriptive		
							Count	Mean	Standard Deviation
18	Head delegates some power	2.5%	10.2%	27.9%	37.5%	21.9%	882	3.7	1.01
19	Head and teachers share power in designing	1.8%	7.2%	24.4%	41.3%	25.4%	899	3.8	.96
20	Student associations are given the power	3.8%	7.0%	27.4%	36.4%	25.4%	887	3.7	1.04
21	Head delegates representative to teachers	20.0%	21.4%	27.3%	21.8%	9.5%	873	2.8	1.25
22	Discipline students in classes by teacher	60.3%	17.4%	14.4%	6.1%	1.8%	885	1.7	1.04
23	Performance evaluation is done by teachers	4.5%	7.1%	24.3%	39.9%	24.3%	865	3.7	1.05
24	Head is result-oriented	1.2%	3.7%	18.9%	47.3%	28.9%	893	4.0	.86

The results in Table 4.14 can be presented graphically by Figure 4.9, which shows the bar-type figure of the size percentage for each of the seven items in the Share power component.

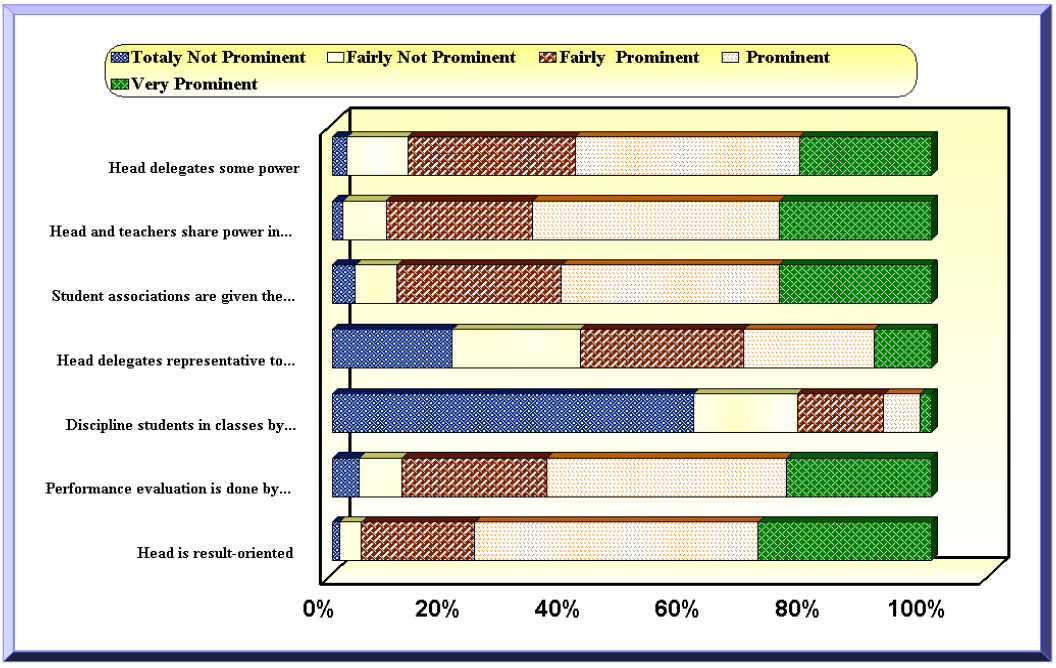

Figure 4.9. The size percentage for each of the seven items in the Share power component.

It was assumed that the level of Share power was higher than the expected mean value (60).To test the above assumption, the Student's *t-test* one sided was used. By calculation, the overall *t-test* value was -2.472 at the significant level of .014. The analysis for the seven districts is shown in Table 4.15.

Table 4.15
Result of t-test Value for Share Power Component Generally and Separately in Seven Districts in Mashhad

	t-test value	*df*	Sig. (one-tailed)
Share power (PM4)	-2.472	902	.014
District I	-1.225	155	.222
District II	3.287	151	.006
District III	-.188	61	.852
District IV	.696	153	.488
District V	-1.008	106	.316
District VI	-1.098	112	.274
District VII	-.734	157	.464

Based on the results in Table 4.15, the high schools in the seven districts in Mashhad did not have a high level of Share power component in participatory management except for District II, as indicated by all the *t-test* values which were not statistically significant.

4.2.6 Motivation Component of Participatory Management (PM5)

Table 4.16 shows overall results for mean values of Motivation component in the seven districts in female government high schools in Mashhad including the minimum and maximum value and standard deviation value.

Table 4.16
Mean Value of the Motivation Component in Seven Districts in Mashhad

	Count	Mean	Minimum	Maximum	Standard Deviation
Motivation (PM5)	903	62.6	14.3	100.0	16.6
District I	156	66.3	32.1	100.0	15.7
District II	153	65.4	25.0	100.0	16.9
District III	62	66.9	32.1	100.0	17.1
District IV	154	69.6	21.4	100.0	15.3
District V	107	69.1	14.3	100.0	17.4
District VI	113	68.9	14.3	100.0	17.4
District VII	158	68.0	21.4	100.0	17.4

Based on the results in Table 4.16, the overall mean score for the Motivation component (from the maximum score 100) was 62.6, and the standard deviation value was 16.6. This means that there was a prominent level of Motivation component in participatory management in the female government high schools in Mashhad district. In fact, this situation was the same for all the seven districts. The result also shows that the Districts IV and V had high mean value of 69.6 and 69.1 respectively. On the other hand, Districts II had low mean value of 65.4. The value of the standard deviation were the highest for District V,VI, VII meaning the greatest disagreement were among the teachers in the District V,VI,VII in answering for this item in the survey questionnaire; the teachers in District IV had more agreement about the Motivation component.

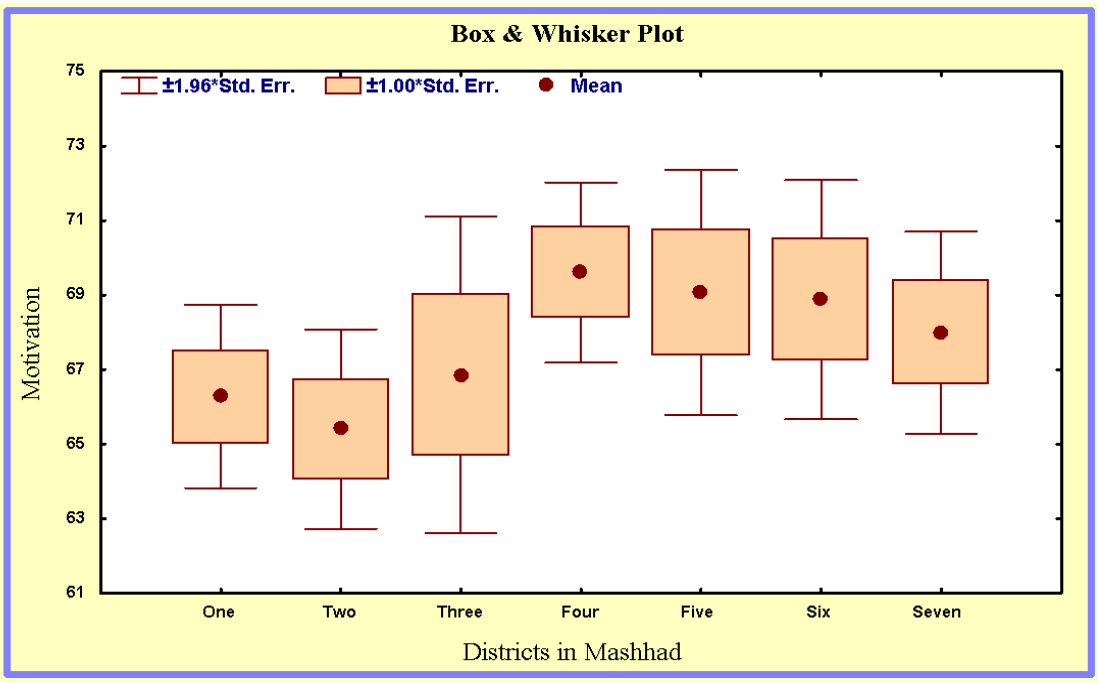

Figure 4.10. Boxplot comparisons of Motivation component score of the seven districts in Mashhad.

Based on Figure 4.10, all the mean scores were more than 65, the highest being for District IV and V and lowest for District II. Therefore, this indicates that Motivation component was high or at a favorable level among teachers and managers in school management.

Motivation was one of the fifteen components of participatory management which was measured by 7 questions (25-31). Table 4.17 shows the distribution of the frequency and percentage of the scores for the items in this component. Based on the results, of the 903 respondents, it was found that more than 68% scored prominent and very prominent for the component of Motivation in participatory management. The teachers expressed "The school head believes in providing genuinely high-quality education by the teachers/staffs for the students."

Table 4.17

Percentage for Responses on Motivation Component by the Teachers

Item number	Survey Item Description	Totally not Prominent	Fairly not Prominent	Fairly Prominent	Prominent	Very Prominent	Descriptive		
							Count	Mean	Standard Deviation
25	Head believes this school provides high-quality education	1.1%	1.8%	21.1%	48.6%	27.4%	893	4.0	.81
26	Head believes teachers perform their responsibility	1.1%	5.4%	25.6%	41.3%	26.6%	888	3.9	.91
27	Teachers receive useful feedback	2.7%	7.6%	28.6%	37.5%	23.6%	889	3.7	1.00
28	Head gives praise and recognition	1.9%	5.8%	24.7%	38.1%	29.5%	885	3.9	.96
29	Head introduces "Excellent Teacher Award"	11.1%	23.0%	32.8%	16.4%	16.6%	847	3.0	1.23
30	Head understands teachers' needs	2.7%	5.4%	25.8%	40.6%	25.5%	885	3.8	.97
31	Head encourages extracurricular programs	4.1%	10.2%	29.1%	35.0%	21.5%	896	3.6	1.06

The results in Table 4.17 can be presented graphically by Figure 4.11, which shows the bar-type figure of the size percentage for each of the seven items in the Motivation component.

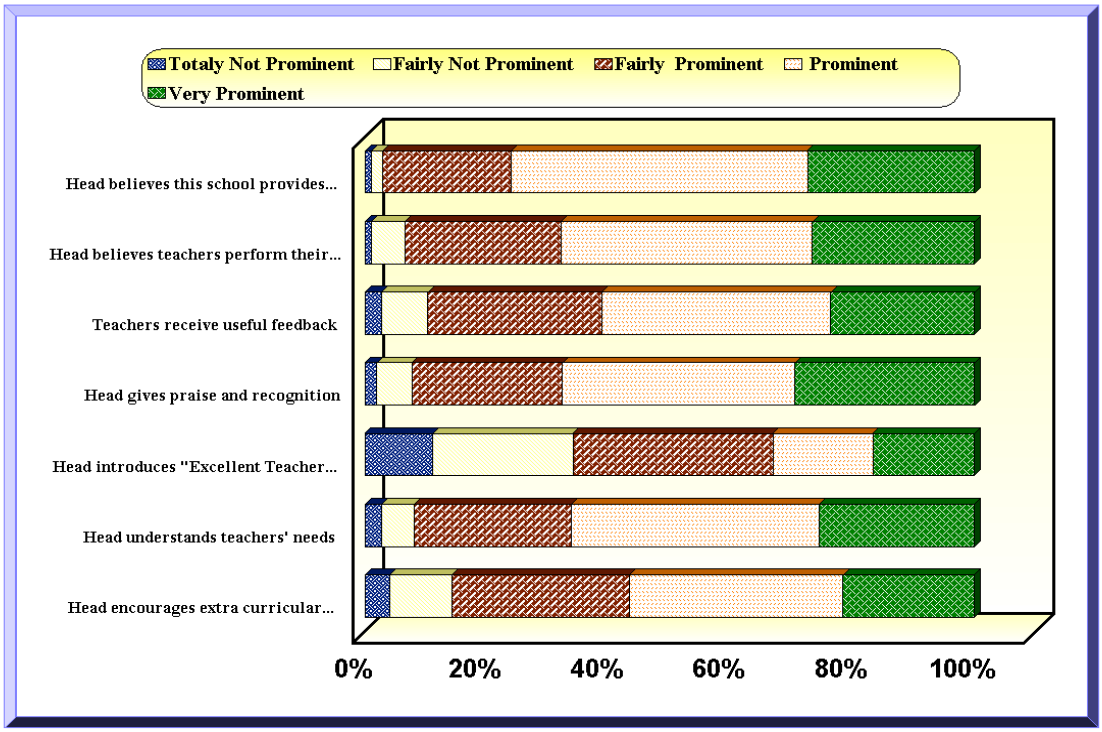

Figure 4.11. The size percentage for each of the seven items in the Motivation component.

It was assumed that the level of Motivation was higher than the expected mean value (60).To test the above assumption, the Student's *t-test* one sided was used. By calculation, the overall *t-test* value was 13.867 at the significant level of .000. The analysis for the seven districts is shown in Table 4.18 .

Table 4.18
Result of t-test Value for Motivation Component Generally and Separately in Seven Districts in Mashhad

	t-test value	*df*	Sig. (one-tailed)
Motivation (PM5)	13.867	902	.000
District I	5.004	155	.000
District II	3.951	152	.000
District III	3.165	61	.002
District IV	7.788	153	.000
District V	5.400	106	.000
District VI	5.419	112	.000
District VII	5.777	157	.000

Based on the results in Table 4.18, the high schools in the seven districts in Mashhad had a high level of Motivation component in participatory management, as indicated by all the *t-test* values which were statistically significant.

4.2.7 Communication Component of Participatory Management (PM6)

Table 4.19 shows overall results for mean values of Communication component in the seven districts in female government high schools in Mashhad including the minimum and maximum value and standard deviation value. Based on the results in Table 4.19, overall mean score for the Communication component (from the maximum score 100) was 72.0, and the standard deviation value was 19.4. This means that there was a prominent level of Communication component in participatory management in the female government high schools in Mashhad district.

Table 4.19
Mean Value of the Communication Component in Seven Districts in Mashhad

	Count	Mean	Minimum	Maximum	Standard Deviation
Communication (PM6)	903	72.0	.000	100.0	19.4
District I	156	71.1	12.5	100.0	19.0
District II	153	70.6	25.0	100.0	17.9
District III	62	68.4	16.7	100.0	22.8
District IV	154	73.4	10.0	100.0	18.2
District V	107	72.2	.000	100.0	21.3
District VI	113	72.7	4.2	100.0	21.6
District VII	158	74.0	4.2	100.0	19.9

In fact, this situation was the same for all the seven districts. The result also shows that District VII had high mean value of 74.0 for this component. On the other hand, Districts III had low mean value of 68.4. The value of the standard deviation was the highest for District III, meaning the greatest disagreement was among the teachers in District III in answering the survey questionnaire; in contrast, the teachers in District II had more agreement about the Communication component.

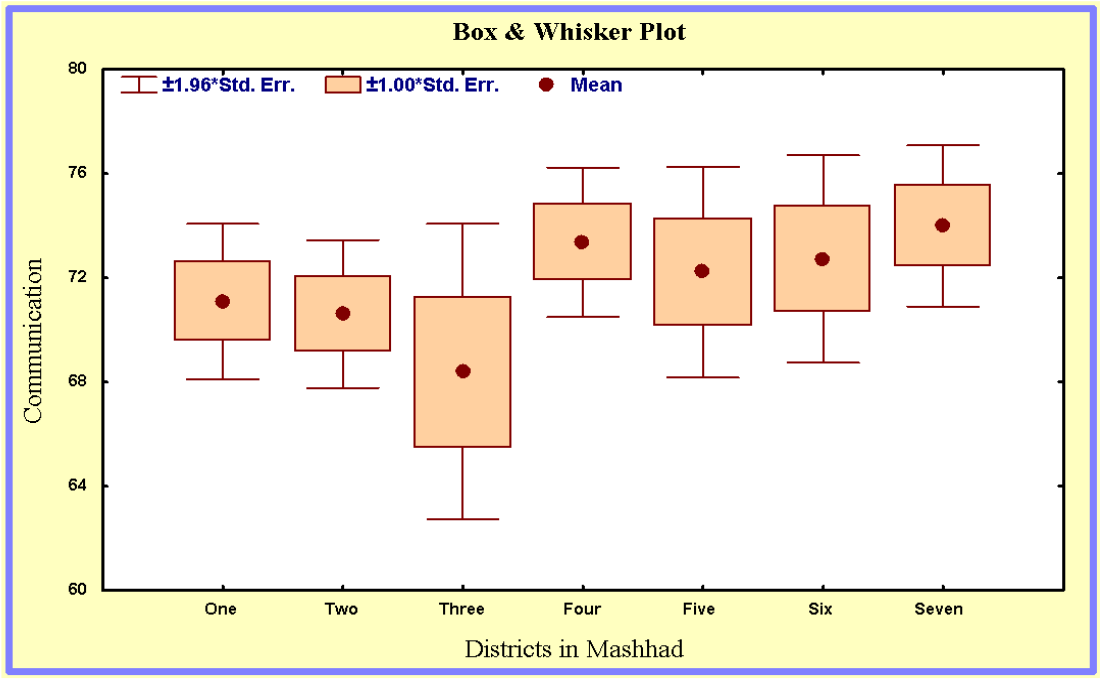

Figure 4.12. Boxplot comparisons of Communication componentscore of the seven districts in Mashhad.

Based on Figure 4.12, all the mean scores were more than 68, with the highest for District VII and lowest for District III. Therefore, this indicates that Communication component was high or at a favorable level among teachers and managers in school management.

Communication was one of the fifteen components of participatory management which was measured by 6 questions (32-37). Table 4.20 shows the distribution of the frequency and percentage of the scores for the items in this component. Based on the results, of the 903 respondents, it was found that more than 74% scored prominent and very prominent for the component of Communication in participatory management. The teachers indicated that "There is an opportunity of free Communication between the students and the school head."

Table 4.20
Percentage for Responses on Communication Component by the Teachers

Item number	Survey Item Description	Totally not Prominent	Fairly not Prominent	Fairly Prominent	Prominent	Very Prominent	Descriptive		
							Count	Mean	Standard Deviation
32	Head shares information	2.3%	10.8%	27.7%	37.6%	21.6%	885	3.7	1.01
33	Head has meetings with teachers	1.4%	5.9%	22.1%	41.4%	29.3%	885	3.9	.93
34	Head establishes free communication	2.9%	8.3%	25.0%	37.3%	26.5%	891	3.8	1.03
35	Head listens to teachers	.9%	7.4%	19.9%	37.7%	34.2%	896	4.0	.96
36	There is communication between students	1.0%	3.5%	16.2%	40.8%	38.5%	889	4.1	.87
37	Teachers receive useful information	1.7%	4.7%	24.4%	41.7%	27.6%	895	3.9	.92

The results in Table 4.20 can be presented graphically by figure 4.13, which shows the bar-type figure of the size percentage for each of the six items in the Communication component.

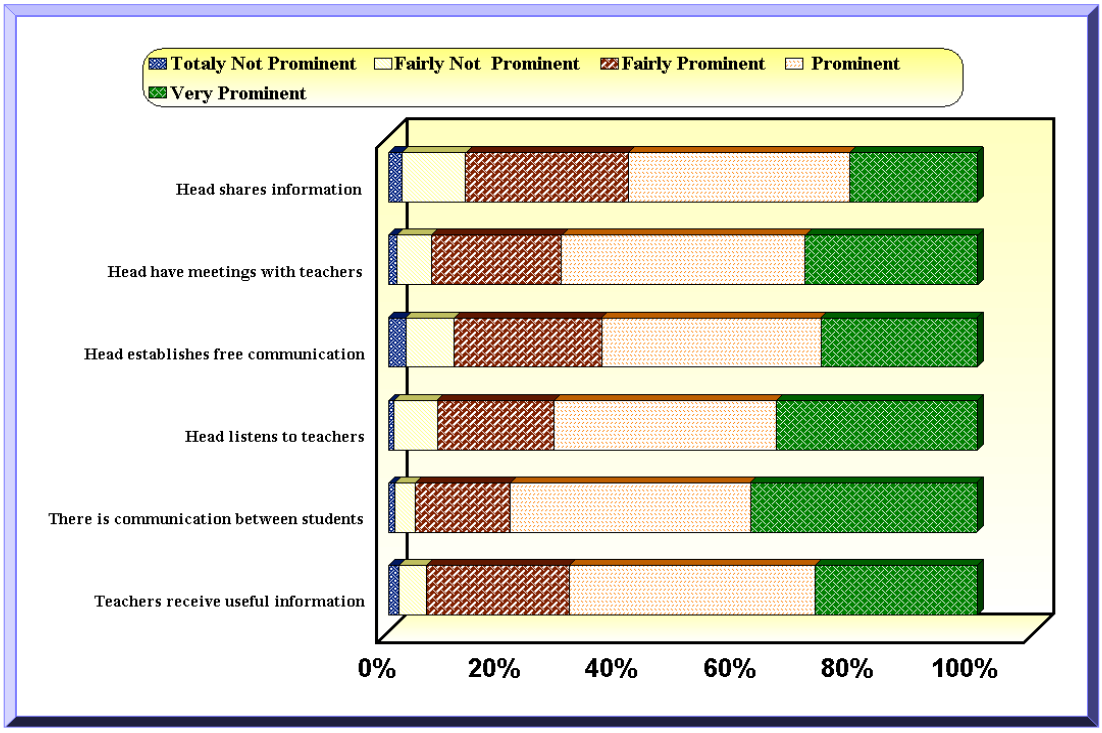

Figure 4.13. The size percentage for each of the six items in the Communication component.

It was assumed that the level of Communication was higher than the expected mean value (60).To test the above assumption, the Student's *t-test* one sided was used. By calculation, the overall *t-test* value was 18.349 at the significant level of .000. The analysis for the seven districts is shown in Table 4.21.

Table 4.21
Result of t-test Value for Communication Component Generally and Separately in Seven Districts in Mashhad

	t-test value	*df*	Sig. (one-tailed)
Communication (PM6)	18.349	902	.000
District I	7.288	155	.000
District Π	7.321	152	.000
District III	2.900	61	.005
District IV	9.130	153	.000
District V	5.920	106	.000
District VI	6.263	112	.000
District VII	8.857	157	.000

Based on the results in Table 4.21, the high schools in the seven districts in Mashhad had a high level of Communication component in participatory management, as indicated by all the *t-test* values which were statistically significant.

4.2.8 Involvement Component of Participatory Management (PM7)

Table 4.22 shows overall results for mean values of Involvement component in the seven districts in female government high schools in Mashhad including the minimum and maximum value and standard deviation value.

Table 4.22
Mean Value of the Involvement Component in Seven Districts in Mashhad

	Count	Mean	Minimum	Maximum	Standard Deviation
Involvement (PM7)	903	71.5	2.8	100.0	18.9
District I	156	70.1	22.2	100.0	18.3
District II	153	69.0	25.0	100.0	18.9
District III	62	70.5	22.2	100.0	20.0
District IV	154	74.2	33.3	100.0	17.0
District V	107	72.6	8.3	100.0	19.6
District VI	113	71.8	2.8	100.0	19.3
District VII	158	72.4	11.1	100.0	19.9

Based on the results in Table 4.22, overall mean score for the Involvement component (from the maximum score 100) was 71.5, and the standard deviation value was 18.9. This means that there was a prominent level of Involvement component in participatory management in the female government high schools in Mashhad district. In fact, this situation was the same for all the seven districts. The result also shows that the Districts IV had high mean value of 74.2. On the other hand, Districts II had low mean value of 69.0. The value of the standard deviation was the highest for District III, meaning the greatest disagreement was among the teachers in the District III in answering the survey

questionnaire, and the teachers in the District IV had more agreement about the Involvement component.

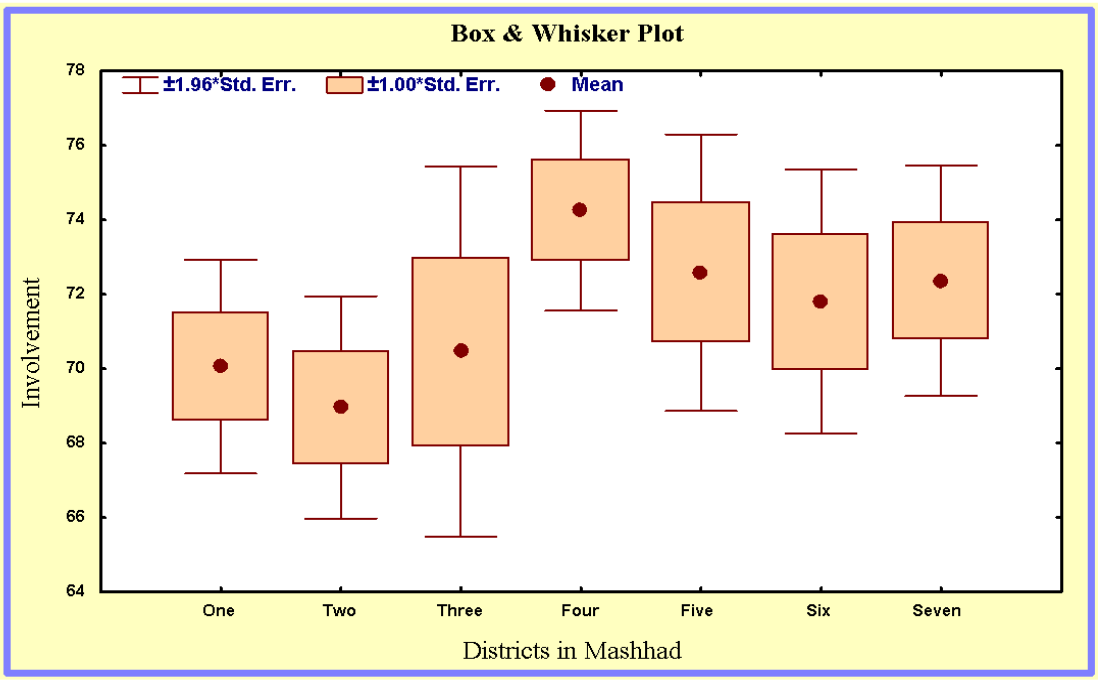

Figure 4.14. Boxplot comparisons of Involvement component score of the seven districts in Mashhad.

Based on Figure 4.14, all the mean scores were more than 69.0, the highest for District IV and lowest for District II. Therefore, this indicates that Involvement component was high or at a favorable level among teachers and manager in school management.

Involvement was one of the fifteen components of participatory management which was measured by 9 questions (38 - 46). Table 4.23 shows the distribution of the frequency and percentage of the scores in Table 4.23 for the items in this component. Based on the results, of the 903 respondents, it was found that more than 74% scored prominent and very prominent for the component of Involvement in participatory management. The teachers expressed agreement with the statement, "The school head encourages the teachers to keep the Teachers' Council active in this school."

Table 4.23

Percentage for Responses on Involvement Component by the Teachers

Item number	Survey Item Description	Totally not Prominent	Fairly not Prominent	Fairly Prominent	Prominent	Very Prominent	Descriptive		
							Count	Mean	Standard Deviation
38	Head give solutions to teacher's problems.	3.2%	11.5%	22.4%	38.0%	24.9%	887	3.7	1.06
39	Teachers are involved in extracurricular programs	3.0%	7.7%	21.2%	33.6%	34.6%	900	3.9	1.06
40	Head and teachers are involved in teaching	1.7%	5.4%	20.6%	40.9%	31.5%	893	4.0	.94
41	Head encourages teachers' council	.8%	2.7%	15.7%	39.9%	40.9%	897	4.2	.84
42	Head encourage students to engage	1.2%	6.0%	21.0%	36.2%	35.6%	899	4.0	.96
43	Teachers express their ideas	1.8%	7.0%	18.4%	43.6%	29.2%	895	3.9	.95
44	Head provide opportunities for teachers	5.0%	10.0%	25.9%	35.1%	24.1%	884	3.6	1.10
45	Head helps teachers to solve their problems	4.5%	11.4%	20.6%	32.3%	31.3%	896	3.7	1.15
46	Teachers express ideas in appropriate forms	1.7%	9.3%	26.4%	36.8%	25.8%	893	3.8	.99

The results in Table 4.23 can be presented graphically by Figure 4.15, which shows the bar chart of the percentage response for each of the nine items in the Involvement component.

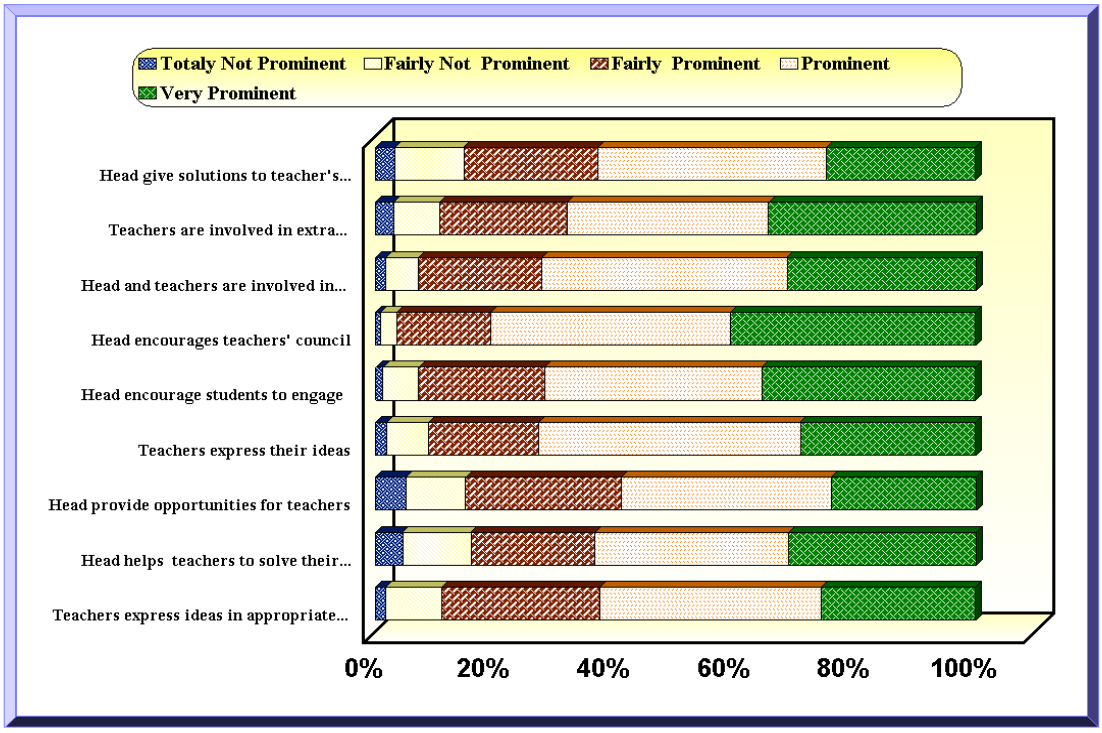

Figure 4.15. The percentage size for each of the nine items in the Involvement component.

It was assumed that the level of Involvement was higher than the expected mean value (60).To test the above assumption, the Student's *t-test* one sided was used. By calculation, the overall *t-test* value was 18.338 at the significant level of .000. The analysis for the seven districts is shown in Table 4.24.

Table 4.24
Result of t-test Value for Involvement Component Generally and Separately in Seven Districts in Mashhad

	t-test value	df	Sig. (one-tailed)
Involvement (PM7)	18.338	902	.000
District I	6.856	155	.000
District Π	5.873	152	.000
District III	4.115	61	.000
District IV	10.386	153	.000
District V	6.630	106	.000
District VI	6.516	112	.000
District VII	7.812	157	.000

Based on the results in Table 4.24, the high schools in the seven districts in Mashhad had a high level of Involvement component in participatory management, as indicated by all the *t-test* values which were statistically significant.

4.2.9 Collaboration Component of Participatory Management (PM8)

Table 4.25 shows overall results for mean values of Collaboration component in the seven districts in female government high schools in Mashhad including the minimum and maximum value and standard deviation value. Based on the results in Table 4.25, overall mean score for the Collaboration component (from the maximum score 100) was 72.1, and the standard deviation value was 18.8. This means that there was a prominent level of Collaboration component in participatory management in the female government high schools in Mashhad district.

Table 4.25
Mean Value of the Collaboration Component in Seven Districts in Mashhad

	Count	Mean	Minimum	Maximum	Standard Deviation
Collaboration (PM8)	902	72.1	0.5	100.0	18.8
District I	156	71.6	35.0	100.0	17.1
District II	153	69.0	5.0	100.0	20.6
District III	62	72.7	35.0	100.0	16.8
District IV	154	74.1	5.0	100.0	17.5
District V	107	73.4	30.0	100.0	17.6
District VI	113	72.6	5.0	100.0	20.6
District VII	158	72.7	10.0	100.0	19.9

In fact, this situation was the same for all the seven districts. The result also shows that the Districts IV had high mean value of 74.1. On the other hand, Districts II had low mean value of 69.0. The standard deviation was highest for District II and VI, meaning the greatest disagreement was among the teachers in the District II and VI in answering the survey questionnaire items for this component. The teachers in the District III had more agreement about the Collaboration component.

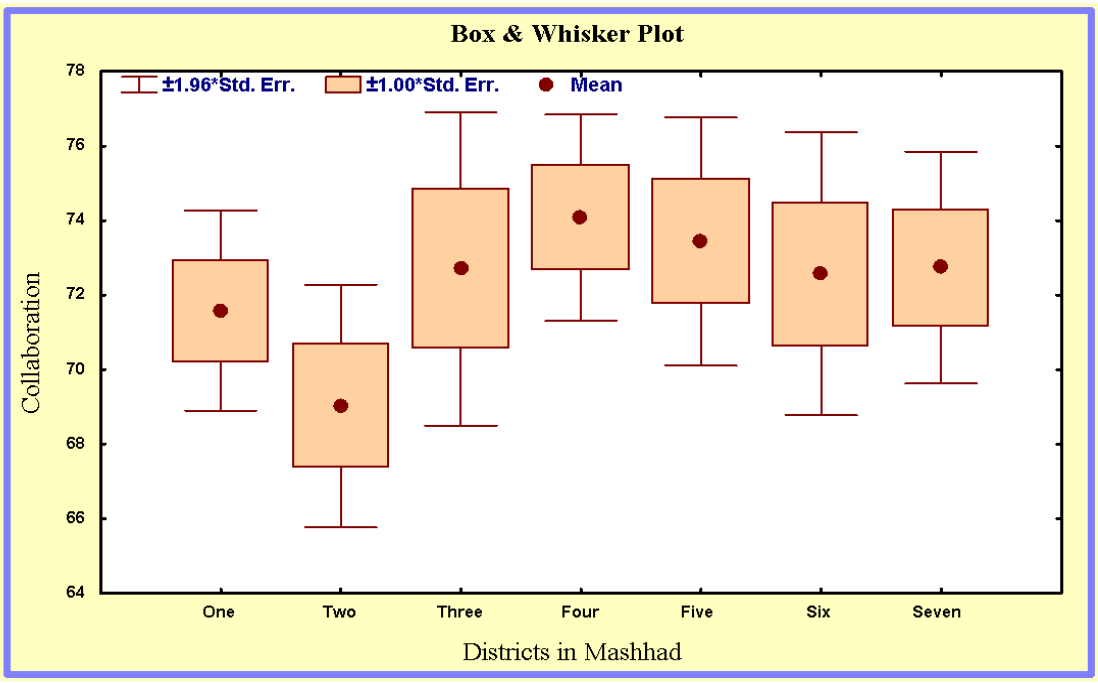

Figure 4.16. Boxplot comparisons of Collaboration component score of the seven districts in Mashhad.

Based on Figure 4.16, all the mean scores were more than 69, with the highest for District IV and lowest for District II. Therefore, this indicates that Collaboration component was high or at a favorable level among teachers and managers in school management in Mashhad districts.

Collaboration was one of the fifteen components of participatory management which was measured by 5 questions (47-51). Table 4.26 shows the distribution of the frequency and percentage of the scores for the items in this component. Based on the results, of the 903 respondents, it was found that more than 71% scored prominent and very prominent for the component of Collaboration in participatory management. The teachers expressed agreement with the statement"The school head collaborates with the school community in organizing some events."

Table 4.26

Percentage for Responses on Collaboration Component by the Teachers

Item number	Survey Item Description	Totally not Prominent	Fairly not Prominent	Fairly Prominent	Prominent	Very Prominent	Descriptive		
							Count	Mean	Standard Deviation
47	Head tries to establish collaboration with other schools.	1.8%	6.6%	21.4%	41.3%	29.0%	884	3.9	.96
48	Teachers cooperate with the head	3.3%	3.9%	23.3%	40.4%	29.1%	897	3.9	.98
49	School collaborates with the community	.8%	3.5%	16.0%	38.9%	40.9%	888	4.2	.87
50	Head encourages teachers to collaborate with government	2.1%	9.0%	26.7%	39.2%	23.0%	891	3.7	.99
51	Head encourages collaboration between students and teacher	1.1%	7.4%	26.4%	39.2%	25.8%	900	3.8	.94

The results in Table 4.26 can be presented graphically by Figure 4.17, which shows the bar-type figure of the size percentage for each of the five items in the Collaboration component.

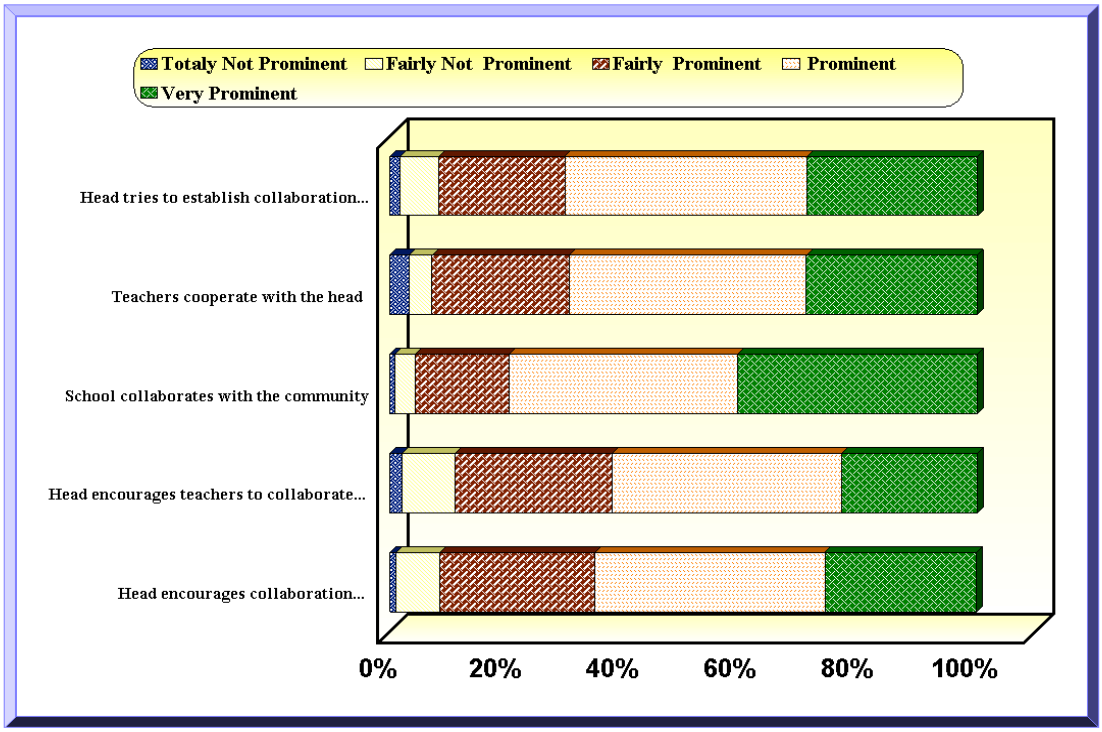

Figure 4.17. The size percentage for each of the five items in the Collaboration component.

It was assumed that the level of Collaboration was higher than the expected mean value (60). To test the above assumption, the Student's *t-test* one sided was used. By calculation, the overall *t-test* value was 19.481 at the significant level of .000. The analysis for the seven districts is shown in Table 4.27 .

Table 4.27
Result of t-test Value for Collaboration Component Generally and Separately in Seven Districts in Mashhad

	t-test value	*df*	Sig. (one-tailed)
Collaboration (PM8)	19.481	901	.000
District I	8.450	155	.000
District II	5.430	152	.000
District III	5.922	60	.000
District IV	9.968	153	.000
District V	7.908	106	.000
District VI	6.491	112	.000
District VII	8.025	157	.000

Based on the results in Table 4.27, the high schools in the seven districts in Mashhad had a high level of Collaboration component in participatory management, as indicated by all the *t-test* values which were statistically significant.

4.2.10 Democracy Component of Participatory Management (PM9)

Table 4.28 shows overall results for mean values of Democracy component in the seven districts in female government high schools in Mashhad including the minimum and maximum value and standard deviation value. Based on the results in Table 4.28, overall mean score for the Democracy component (from the maximum score 100) was 73.8, and the standard deviation value was 19.6. This means that there was a prominent level of Democracy component in participatory management in the female government high schools in Mashhad district. In fact, this situation was the same for all

the seven districts. The result also shows that District VI had high mean value of 76.7. On the other hand, District I had low mean value of 71.3.

Table 4.28
Mean Value of the Democracy Component in Seven Districts in Mashhad

	Count	Mean	Minimum	Maximum	Standard Deviation
Democracy (PM9)	902	73.8	12.5	100.0	19.6
District I	156	71.3	16.7	100.0	18.1
District II	153	70.6	12.5	100.0	21.0
District III	62	74.2	16.7	100.0	20.1
District IV	154	75.7	16.7	100.0	18.2
District V	107	74.7	29.2	100.0	20.0
District VI	113	76.7	16.7	100.0	20.8
District VII	158	74.9	16.7	100.0	19.8

The value of the standard deviation was the highest for District II, meaning the greatest disagreement was among the teachers in the District II in answering the survey questionnaire, and the teachers in the District I, IV had more agreement about the Democracy component.

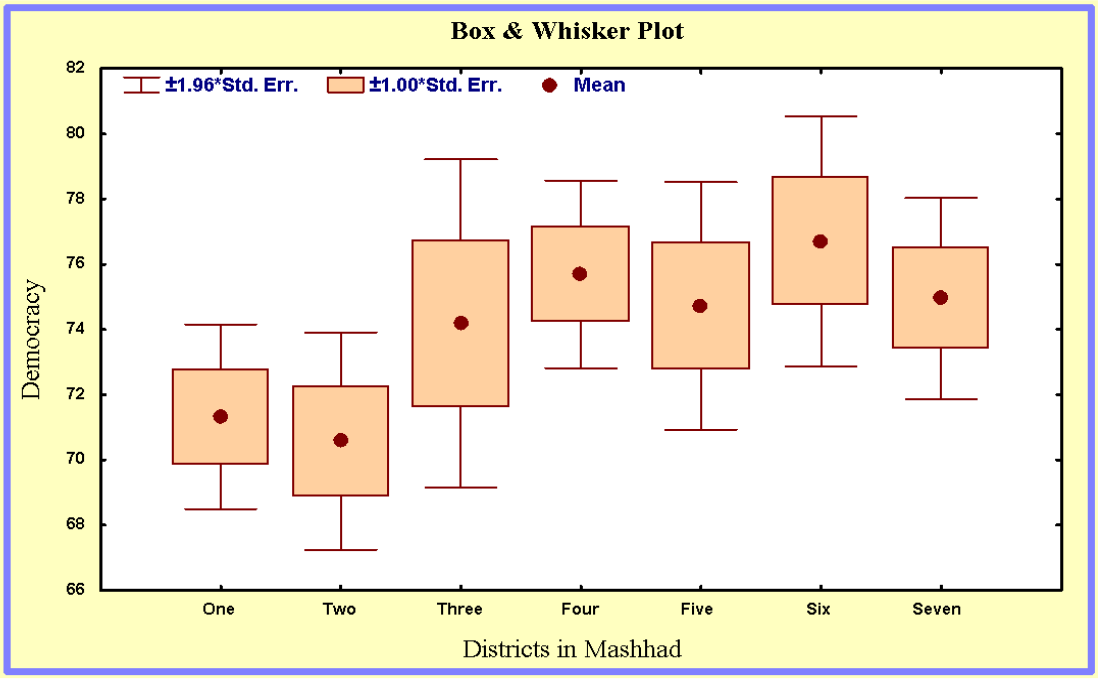

Figure 4.18. Boxplot comparisons of Democracy component score of the seven districts in Mashhad.

Based on Figure 4.18, all the mean scores were more than 70, with the highest for District VI and lowest for District I. Therefore, this indicates that Democracy component was high or at a favorable level among teachers and managers in school management.

Democracy was one of the fifteen components of participatory management which was measured by 6 questions (52-57). Table 4.29 shows the distribution of the frequency and percentage of the scores in Table 4.29 for the items in this component. Based on the results, of the 903 respondents, it was found that more than 75% scored prominent and very prominent for the component of Democracy in participatory management. The teachers expressed "The teachers feel comfortable sharing their opinions with each other about their work, school, and students, and teachers can express ideas about and criticize educational issues and school organization."

Table 4.29
Percentage for Responses on Democracy Component by the Teachers

Item number	Survey Item Description	Totally not Prominent	Fairly not Prominent	Fairly Prominent	Prominent	Very Prominent	Descriptive		
							Count	Mean	Standard Deviation
52	Head allows teachers to feel free	1.7%	6.7%	20.7%	42.1%	28.8%	898	3.9	.95
53	Students express ideas	1.1%	4.8%	21.1%	42.6%	30.4%	895	4.0	.90
54	Teachers express ideas about school	1.9%	3.6%	20.6%	42.2%	31.7%	896	4.0	.92
55	Head practices democracy in decision making	1.3%	5.4%	24.0%	36.5%	32.8%	894	3.9	.95
56	Teachers sharing their opinions	1.0%	4.0%	20.8%	40.0%	34.2%	895	4.0	.90
57	Head believes that democracy is important	1.5%	7.8%	20.8%	36.5%	33.4%	888	3.9	.99

The results in Table 4.29 can be presented graphically by Figure 4.19, which shows the bar chart for percentage response for each of the six items in the Democracy component.

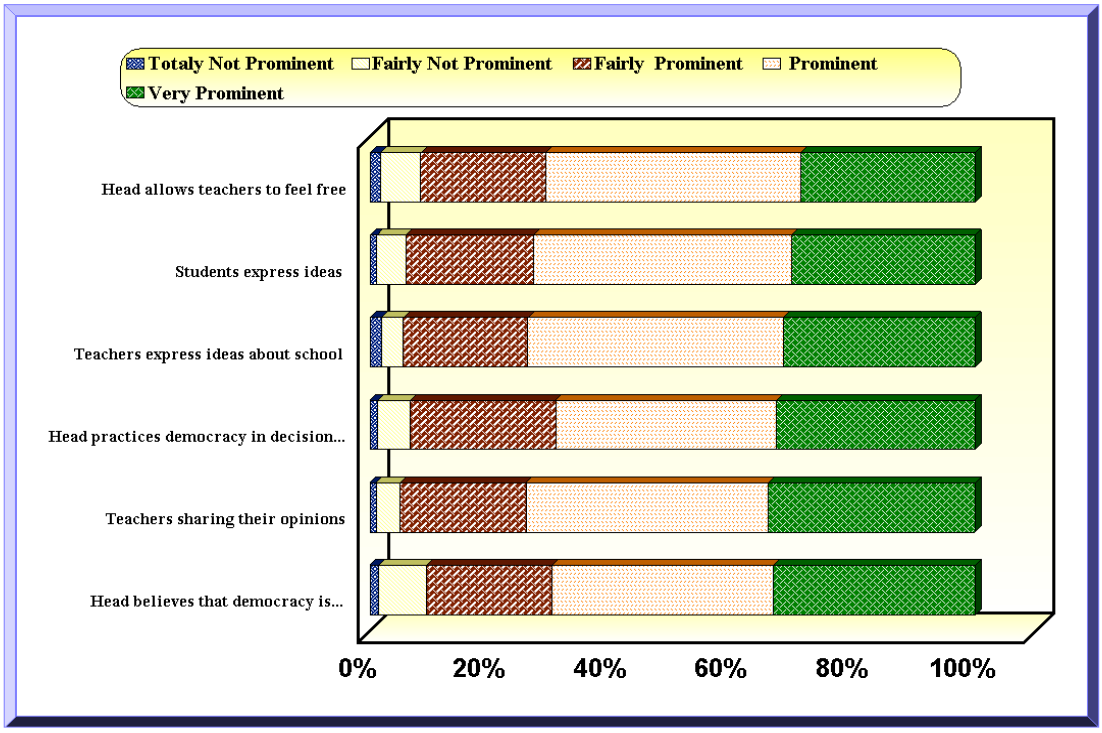

Figure 4.19. The percentage breakdown for each of the six items in the Democracy component.

It was assumed that the level of Democracy was higher than the expected mean value (60).To test the above assumption, the Student's *t-test* one sided was used. By calculation, the overall *t-test* value was 21.128 at the significance level of .000. The analysis for the seven districts is shown in Table 4.30.

Table 4.30
Result of t-test Value for Democracy Component Generally and Separately in Seven Districts in Mashhad

	t-test value	*df*	Sig. (one-tailed)
Democracy (PM9)	21.128	901	.000
District I	7.834	155	.000
District Π	6.225	152	.000
District III	5.520	60	.000
District IV	10.705	153	.000
District V	7.603	106	.000
District VI	8.533	112	.000
District VII	9.508	157	.000

Based on the results in Table 4.30, the high schools in the seven districts in Mashhad had a high level of Democracy component in participatory management, as indicated by all the *t-test* values which were statistically significant.

4.2.11 Transparency Component of Participatory Management (PM10)

Table 4.31 shows overall results for mean values of Transparency component in the seven districts in female government high schools in Mashhad including the minimum and maximum value and standard deviation value. Based on the results in Table 4.31, overall mean score for the Transparency component (from the maximum score 100) was 71.6, and the standard deviation value was 19.2. This means that there was a prominent level of Transparency component in participatory management in the female government high schools in Mashhad district.

Table 4.31
Mean Value of the Transparency Component in Seven Districts in Mashhad

	Count	Mean	Minimum	Maximum	Standard Deviation
Transparency (PM10)	902	71.6	7.1	100.0	19.2
District I	156	69.9	7.1	100.0	18.5
District II	153	70.3	14.3	100.0	19.8
District III	62	70.4	28.6	100.0	20.3
District IV	154	73.7	25.0	100.0	16.8
District V	107	71.4	14.3	100.0	19.1
District VI	113	72.8	10.7	100.0	20.5
District VII	158	72.5	10.7	100.0	20.5

Based on the results in Table 4.31, overall mean score for the Transparency component (from the maximum score 100) was 71.6, and the standard deviation value was 19.2. This means that there was a prominent level of Transparency component in participatory management in the female government high schools in Mashhad district. In fact, this situation was the same for all the seven districts. The result also shows that

Districts IV had high mean value i.e. 73.7. On the other hand, District I had low mean value i.e. 69.9. The value of the standard deviation were the highest for District VI and VII, meaning the greatest disagreement was among the teachers in the District VI and VII in answering the survey questionnaire, and the teachers in the District IV had more agreement about the Transparency component.

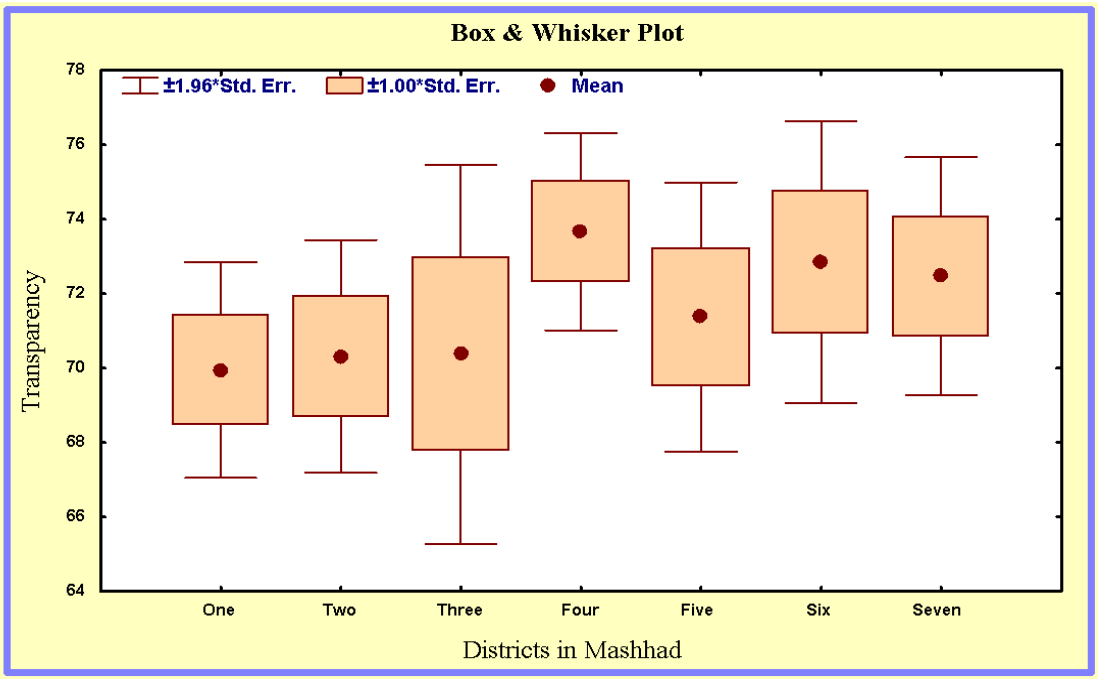

Figure 4.20. Boxplot comparisons of Transparency component score of the seven districts in Mashhad.

Based on Figure 4.20, all the mean scores were more than 75, the highest for District IV and lowest for District I. Therefore, this indicates that Transparency component was high or at a favorable level among teachers and manager in school management.

Transparency was one of the fifteen components of participatory management which was measured by 7 questions (58-64). Table 4.32 shows the distribution of the frequency and percentage of the scores for the items in this component. Based on the results, of the 903 respondents, it was found that more than 72% scored prominent and

very prominent for the component of Transparency in participatory management. The teachers expressed "The school head informs the teachers about new circulars and policy directives."

Table 4.32
Percentage for Responses on Transparency Component by the Teachers

Item number	Survey Item Description	Totally not Prominent	Fairly not Prominent	Fairly Prominent	Prominent	Very Prominent	Descriptive		
							Count	Mean	Standard Deviation
58	Head share critical information	1.5%	6.2%	20.3%	39.0%	33.0%	885	4.0	.96
59	Teachers receive information from head.	2.7%	8.6%	21.5%	36.5%	30.7%	888	3.8	1.04
60	Students obtain useful information from head	2.8%	6.3%	25.8%	39.1%	26.0%	892	3.8	.99
61	Head sets up different meetings	4.1%	9.4%	23.3%	36.6%	26.6%	896	3.7	1.08
62	Head inform teachers about new circulars	1.3%	2.6%	13.9%	39.8%	42.4%	900	4.2	.87
63	Teachers share all the information with colleagues	.8%	5.6%	23.9%	44.1%	25.6%	894	3.9	.88
64	Head provides timely feedback	2.2%	9.3%	27.3%	39.3%	21.9%	891	3.7	.99

The results in Table 4.32 can be presented graphically by figure 4.21, which shows the bar chart of the percentage size response for each of the seven items in the Transparency component.

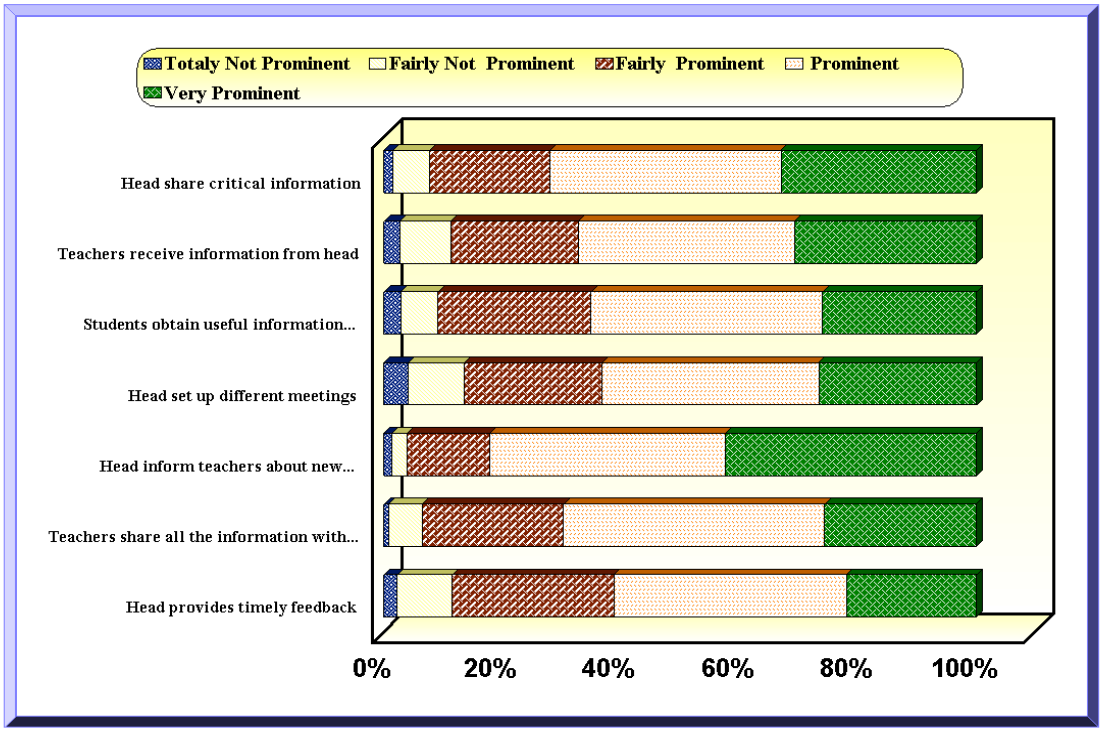

Figure 4.21. The percentage size for each of the seven items in the Transparency component.

It was assumed that the level of Transparency was higher than the expected mean value (60).To test the above assumption, the Student's *t-test* one sided was used. By calculation, the overall *t-test* value was 18.179 at the significant level of .000. The analysis for the seven districts is shown in Table 4.33.

Table 4.33
Result of t-test value for Transparency component generally and separately in seven districts in Mashhad

	t-test value	df	Sig. (one-tailed)
Transparency (PM10)	18.179	901	.000
District I	6.728	155	.000
District II	6.455	152	.000
District III	3.991	60	.000
District IV	10.092	153	.000
District V	6.163	106	.000
District VI	6.650	112	.000
District VII	7.652	157	.000

Based on the results in Table 4.33, the high schools in the seven districts in Mashhad had a high level of Transparency component in participatory management, as indicated by all the *t-test* values which were statistically significant.

4.2.12 Innovation Component of Participatory Management (PM11)

Table 4.34 shows overall results for mean values of Innovation component in the seven districts in female government high schools in Mashhad including the minimum and maximum value and standard deviation value. Based on the results in Table 4.34, overall mean score for the Innovation component (from the maximum score 100) was 69.8, and the standard deviation value was 21.6. This means that there was a prominent level of Innovation component in participatory management in the female government high schools in Mashhad district. In fact, this situation was the same for all the seven districts.

Table 4.34
Mean Value of the Innovation Component in Seven Districts in Mashhad

	Count	Mean	Minimum	Maximum	Standard Deviation
Innovation (PM11)	902	69.8	0.00	100.0	21.6
District I	156	68.8	8.3	100.0	19.4
District II	153	66.2	8.3	100.0	22.5
District III	62	68.4	12.5	100.0	24.3
District IV	154	72.5	12.5	100.0	19.3
District V	107	72.6	.000	100.0	21.2
District VI	113	72.0	4.2	100.0	22.4
District VII	158	69.0	.000	100.0	23.2

The result also shows that the Districts V and IV had high mean value of 72.6 and 72.5 respectively. On the other hand, Districts I and II had low mean value of 68.8 and 68.4 respectively. The value of the standard deviation was the highest for District III, meaning the greatest disagreement was among the teachers in the District III in

answering the survey questionnaire, and the teachers in the District I and IV had more agreement about the Innovation component.

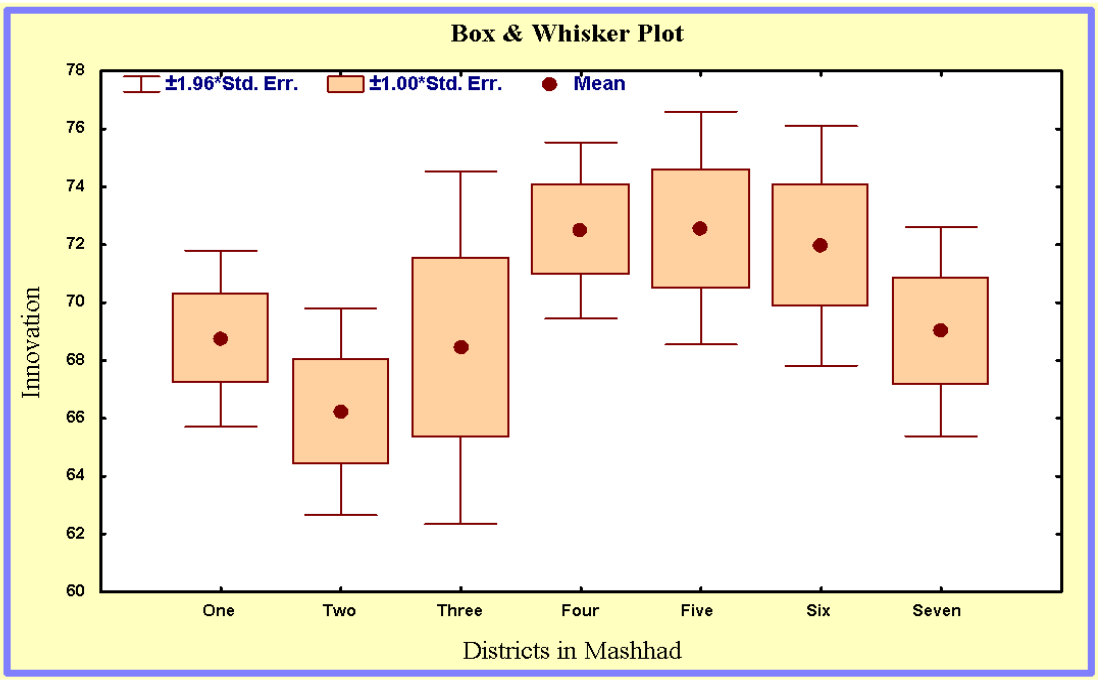

Figure 4.22. Boxplot comparisons of Innovation component score of the seven districts in Mashhad.

Based on Figure 4.22, all the mean scores were more than 66, the highest being for District IV and V and lowest for District II. Therefore, this indicates that Innovation component was high or at a favorable level among teachers and manager in school management.

Innovation was one of the fifteen components of participatory management which was measured by 6 questions (65-70). Table 4.35 shows the distribution of the frequency and percentage of the scores in Table 4.35 for the items in this component. Based on the results, of the 903 respondents, it was found that more than 70% scored prominent and very prominent for the component of Innovation in participatory management. The teachers expressed "The school head encourages the teachers to initiate new changes and innovations in the curriculum."

Table 4.35

Percentage for Responses on Innovation Component by the Teachers

Item number	Survey Item Description	Totally not Prominent	Fairly not Prominent	Fairly Prominent	Prominent	Very Prominent	Descriptive		
							Count	Mean	Standard Deviation
65	Head actively seeks new ideas	3.9%	8.4%	21.7%	37.3%	28.6%	892	3.8	1.07
66	Head encourages teachers to initiate new changes	2.8%	6.8%	17.9%	38.6%	33.9%	892	3.9	1.02
67	Head encourages innovations	3.4%	5.9%	23.3%	34.9%	32.4%	891	3.9	1.04
68	Head believes that this school has creative teacher	1.7%	8.6%	24.0%	42.0%	23.7%	876	3.8	.96
69	Head allow students to bring new idea	1.6%	7.1%	22.2%	42.7%	26.4%	890	3.9	.94
70	Head has made impressive achievements	4.2%	10.6%	30.2%	35.7%	19.3%	883	3.6	1.05

The results in Table 4.35 can be presented graphically by figure 4.23, which shows the bar-type figure of the size percentage for each of the six items in the Innovation component.

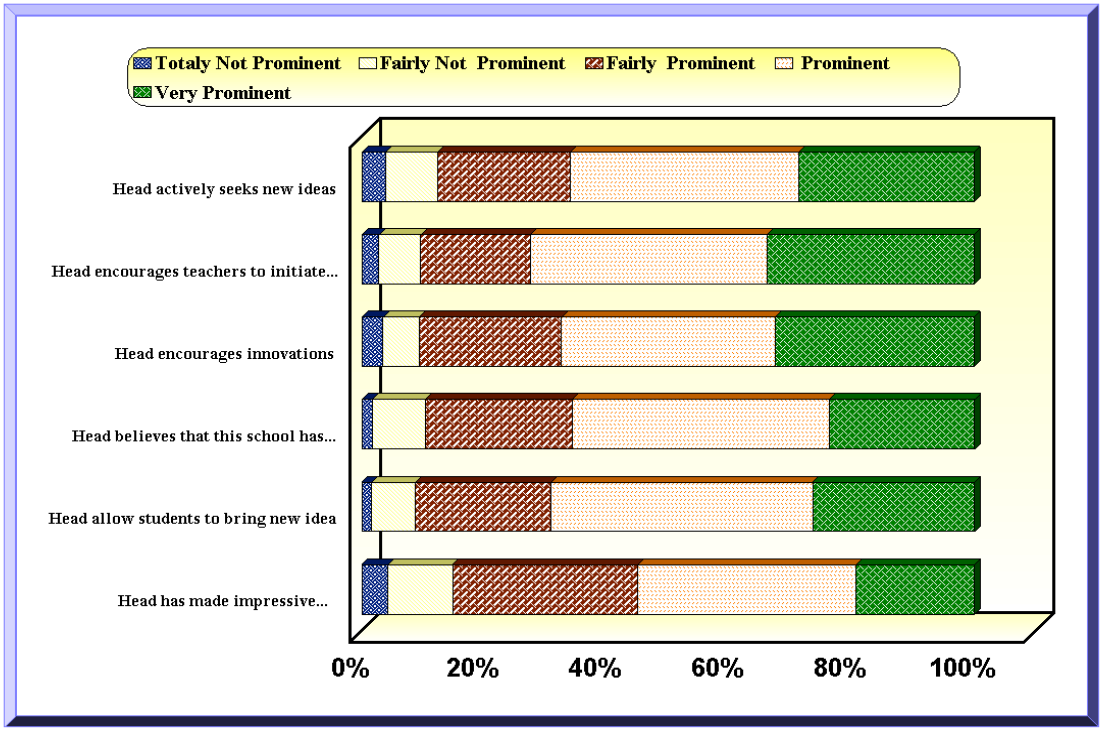

Figure 4.23. The size percentage for each of the six items in the Innovation component.

It was assumed that the level of Innovation was higher than the expected mean value (60). To test the above assumption, the Student's *t-test* one sided was used. By calculation, the overall *t-test* value was 13.675 at the significant level of .000. The analysis for the seven districts is shown in Table 4.36.

Table 4.36
Result of t-test Value for Innovation Component Generally and Separately in Seven Districts in Mashhad

	t-test value	*df*	Sig. (one-tailed)
Innovation (PM11)	13.675	901	.000
District I	5.634	155	.000
District II	3.420	152	.001
District III	2.714	60	.009
District IV	8.051	153	.000
District V	6.126	106	.000
District VI	5.665	112	.000
District VII	4.885	157	.000

Based on the results in Table 4.36, the high schools in the seven districts in Mashhad had a high level of Innovation component in participatory management, as indicated by all the *t-test* values which were statistically significant.

4.2.13 Respect Component of Participatory Management (PM12)

Table 4.37 shows overall results for mean values of Respect component in the seven districts in female government high schools in Mashhad including the minimum and maximum value and standard deviation value. Based on the results in Table 4.37, overall mean score for the Respect component (from the maximum score 100) was 78.1, and the standard deviation value was 18.6. This means that there was a prominent level of Respect component in participatory management in the female government high schools in Mashhad districts.

Table 4.37
Mean Value of the Respect Component in Seven Districts in Mashhad

	Count	Mean	Minimum	Maximum	Standard Deviation
Respect (PM12)	902	78.1	0.00	100.0	18.6
District I	156	76.5	8.3	100.0	17.1
District II	153	76.7	16.7	100.0	18.2
District III	62	77.2	25.0	100.0	19.5
District IV	154	80.8	25.0	100.0	16.8
District V	107	79.1	.000	100.0	18.8
District VI	113	79.4	25.0	100.0	19.9
District VII	158	77.5	8.3	100.0	20.5

In fact this situation was the same for all the seven districts. The result also shows that District IV had high mean value of 80.8. On the other hand, Districts II and I had low mean value of 76.7 and 76.5 respectively. The value of the standard deviation was the highest for District VII, meaning the greatest disagreement was among the teachers in District VII in answering questions related to this item in the survey questionnaire, while the teachers in District IV had more agreement about the Respect component.

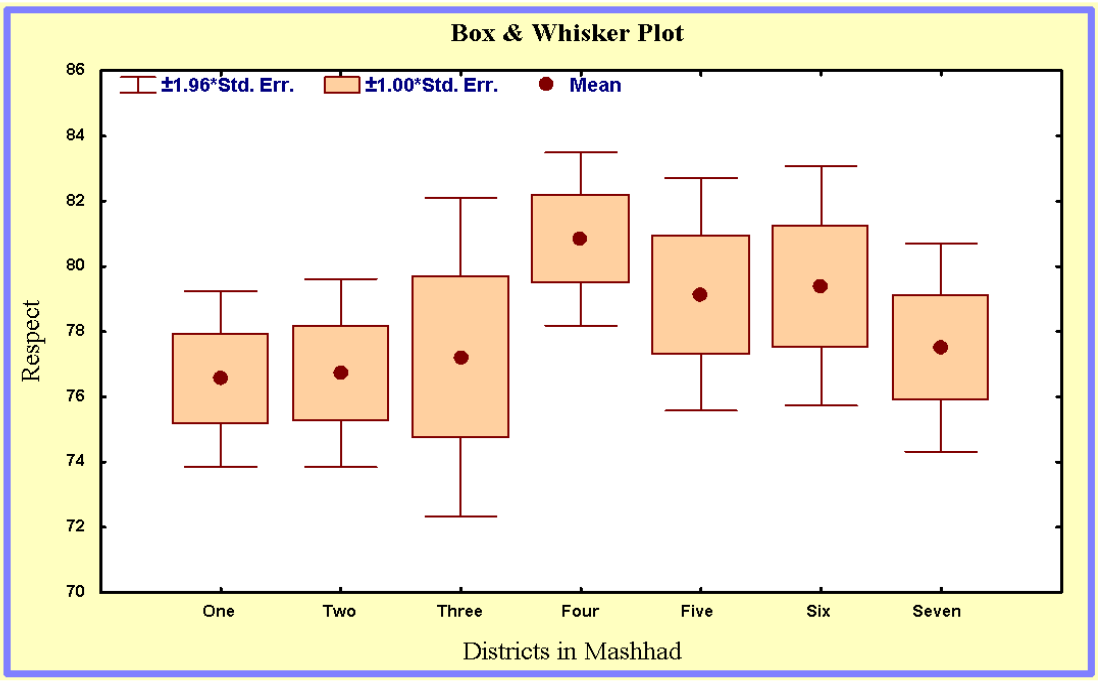

Figure 4.24. Boxplot comparisons of Respect component score of the seven districts in Mashhad.

Based on Figure 4.24, all the mean scores were more than 76, with the highest for District IV and lowest for District I and II. Therefore, this indicates that Respect component was high or at a favorable level among teachers and managers in school management.

Respect was one of the fifteen components of participatory management which was measured by 6 questions (71-76). Table 4.38 shows the distribution of the frequency and percentage of the scores for the items in this component. Based on the results, of the 903 respondents, it was found that more than 83% scored prominent and very prominent for the component of Respect in participatory management. The teachers expressed "Staff and teachers present mutual respect while communicating with each other, parents, and students."

Table 4.38
Percentage for Responses on Respect Component by the Teachers

Item number	Survey Item Description	Totally not Prominent	Fairly not Prominent	Fairly Prominent	Prominent	Very Prominent	Descriptive		
							Count	Mean	Standard Deviation
71	Head shows his appreciation towards teachers	1.5%	6.6%	18.8%	38.4%	34.7%	888	4.0	.97
72	Teachers express mutual respect	1.0%	2.8%	11.9%	44.0%	40.3%	896	4.2	.83
73	School emphasizes the culture of respect.	.2%	3.9%	13.3%	38.0%	44.6%	897	4.2	.84
74	Head shows respect to students.	.6%	2.2%	13.8%	40.5%	42.9%	898	4.2	.81
75	Head considers other people's opinions	1.5%	3.5%	20.4%	39.3%	35.3%	887	4.0	.91
76	Teachers respect head	1.5%	3.5%	17.4%	38.0%	39.7%	895	4.1	.91

The results in Table 4.38 can be presented graphically by Figure 4.25 which shows the bar chart of the percentage response for each of the six items in the Respect component.

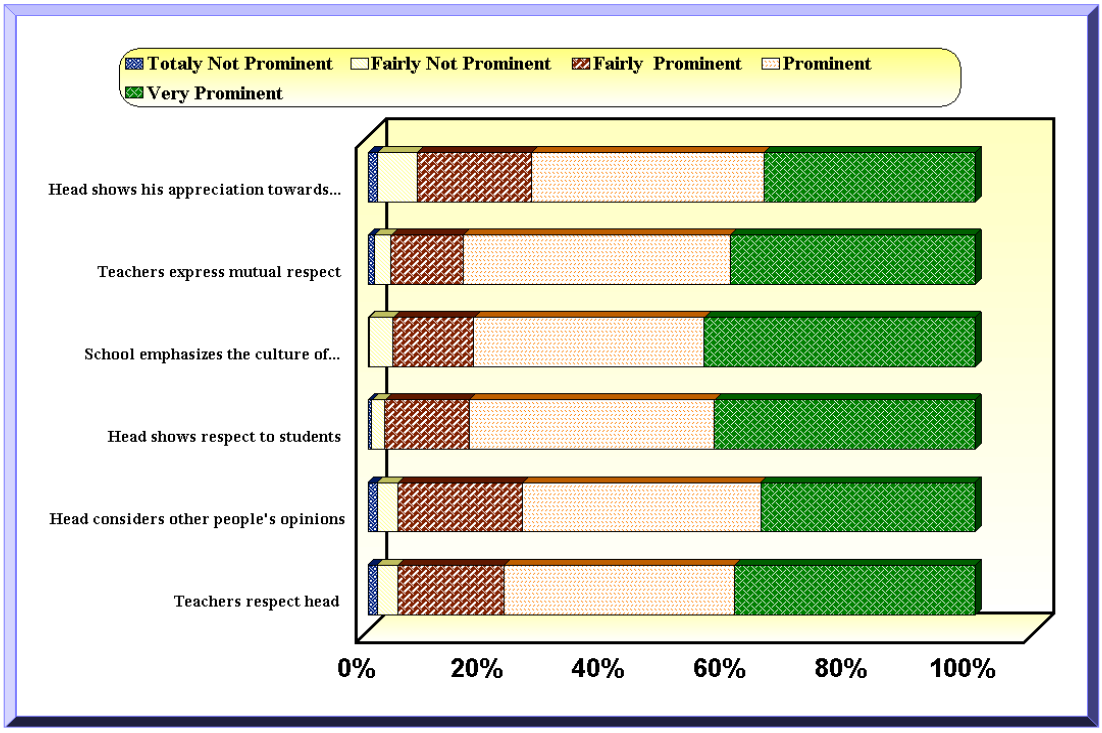

Figure 4.25. The size percentage for each of the six items in the Respect component.

It was assumed that the level of Respect was higher than the expected mean value (60). To test the above assumption, the Student's *t-test* one sided was used. By calculation, the overall *t-test* value was 29.363 at the significance level of .000. The analysis for the seven districts is shown in Table 4.39.

Table 4.39
Result of t-test Value for Respect Component Generally and Separately in Seven Districts in Mashhad

	t-test value	*df*	Sig. (one-tailed)
Respect (PM12)	29.363	901	.000
District I	12.053	155	.000
District II	11.363	152	.000
District III	6.912	60	.000
District IV	15.381	153	.000
District V	10.514	106	.000
District VI	10.352	112	.000
District VII	10.762	157	.000

Based on the results in Table 4.39, the high schools in the seven districts in Mashhad had a high level of Respect component in participatory management, as indicated by all the *t-test* values which were statistically significant.

4.2.14 Problem Solving Component of Participatory Management (PM13)

Table 4.40 shows overall results for mean values of Problem solving component in the seven districts in female government high schools in Mashhad including the minimum and maximum value and standard deviation value. Based on the results in Table 4.40, overall mean score for the Problem solving component (from the maximum score 100) was 68.0, and the standard deviation value was 19.9. This means that there was a prominent level of Problem solving component in participatory management in the female government high schools in Mashhad district.

Table 4.40
Mean Value of the Problem Solving Component in Seven Districts in Mashhad

	Count	Mean	Minimum	Maximum	Standard Deviation
Problem solving (PM13)	902	68.0	0.00	100.0	19.9
District I	156	66.9	15.0	100.0	18.4
District II	153	65.7	10.0	100.0	20.5
District III	62	65.7	.0	100.0	19.9
District IV	154	70.9	15.0	100.0	17.0
District V	107	68.9	10.0	100.0	19.8
District VI	113	69.0	.0	100.0	22.5
District VII	158	68.6	10.0	100.0	21.4

In fact, this situation was the same for all the seven districts. The result also shows that Districts IV had high mean value of 70.9. On the other hand, Districts II and III had low mean value of 65.7 and 65.7 respectively. The value of the standard deviation was the highest for District VI, meaning the greatest disagreement was among the teachers in

District VI in answering the survey questionnaire, while the teachers in District IV had more agreement about the Problem solving component.

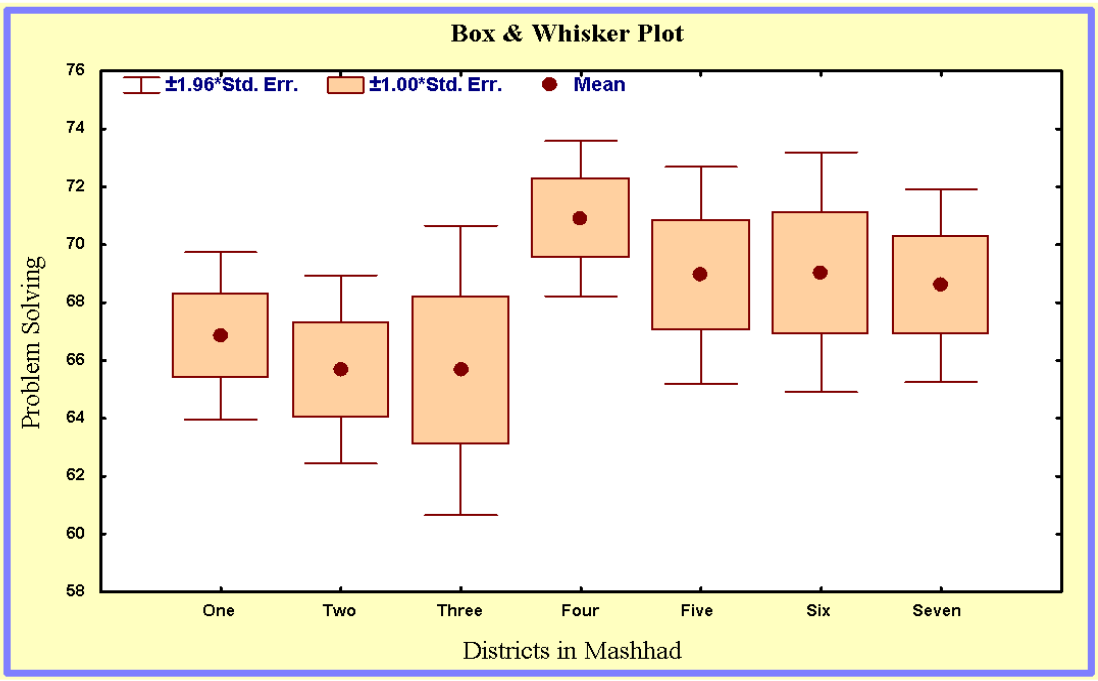

Figure 4.26. Boxplot comparisons of Problem solving component score of the seven districts in Mashhad.

Based on Figure 4.26, all the mean scores were more than 65, the highest being for District IV and lowest for District II and III. Therefore, this indicates that Problem solving component was high or at a favorable level among teachers and managers in school management.

Problem solving was one of the fifteen components of participatory management which was measured by 5 questions (77-81). Table 4.41 shows the distribution of the frequency and percentage of the scores for the items in this component. Based on the results, of the 903 respondents, it was found that more than 66% scored prominent and very prominent for the component of Problem solving in participatory management. The

teachers expressed "The school head tries to find solutions cooperatively with the teachers to solve problems."

Table 4.41
Percentage for Responses on Problem Solving Component by the Teachers

Item number	Survey Item Description	Totally not Prominent	Fairly not Prominent	Fairly Prominent	Prominent	Very Prominent	Descriptive		
							Count	Mean	Standard Deviation
77	Head tries to find solutions cooperatively	1.5%	5.6%	20.8%	39.0%	33.1%	893	4.0	.95
78	Head gets teachers' ideas and opinions	1.8%	5.5%	21.4%	40.5%	30.9%	894	3.9	.95
79	Meetings are arranged for teacher	1.7%	8.6%	22.5%	37.7%	29.5%	888	3.8	1.00
80	Head believes teachers can problem solving alone.	10.2%	16.5%	35.1%	26.1%	12.0%	880	3.1	1.14
81	Head supports teachers for finding solutions	2.6%	7.4%	27.2%	39.1%	23.7%	890	3.7	.99

The results in Table 4.41 can be presented graphically by Figure 4.27, which shows the bar chart of the percentage response for each of the five items in the Problem solving component.

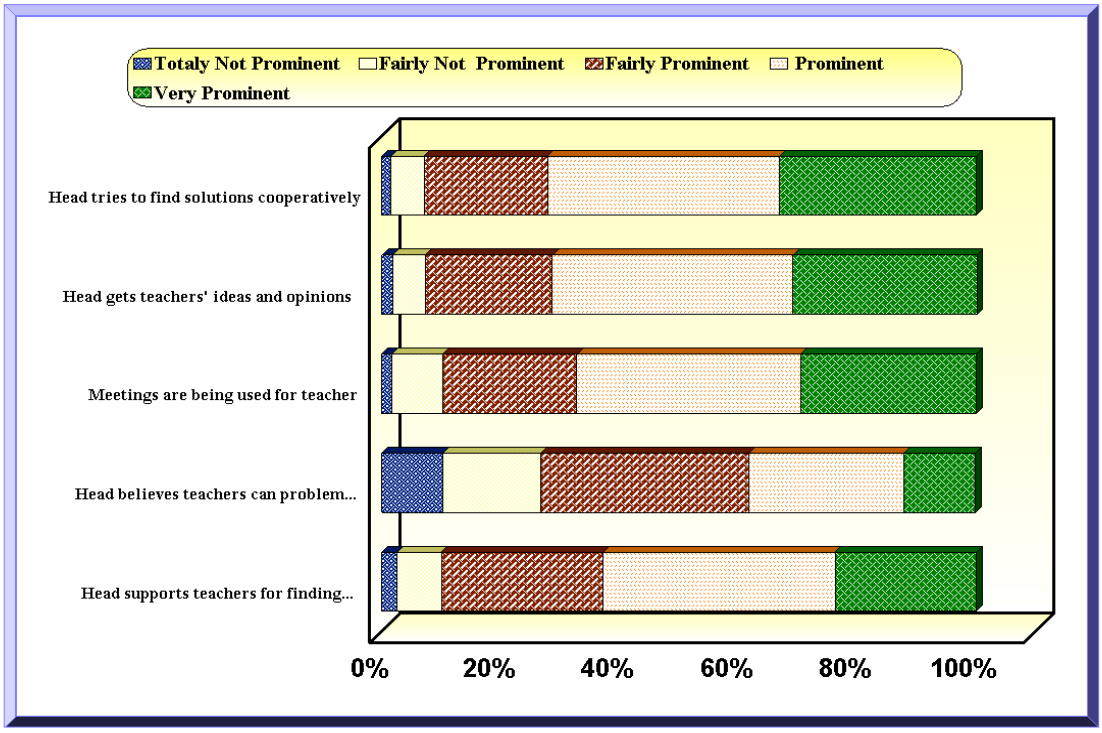

Figure 4.27. The percentage size response for each of the five items in the Problem solving component.

It was assumed that the level of Problem solving was higher than the expected mean value (60). To test the above assumption, the Student's *t-test* one sided was used. By calculation, the overall *t-test* value was 12.198 at the significant level of .000. The analysis for the seven districts is shown in Table 4.42

Table 4.42
Result of t-test Value for Problem Solving Component Generally and Separately in Seven Districts in Mashhad

	t-test value	*df*	Sig. (one-tailed)
Problem solving (PM13)	12.198	901	.000
District I	4.644	155	.000
District Π	3.426	152	.001
District III	2.214	60	.031
District IV	7.954	153	.000
District V	4.673	106	.000
District VI	4.279	112	.000
District VII	5.046	157	.000

Based on the results in Table 4.42, the high schools in the seven districts in Mashhad had a high level of Problem solving component in participatory management, as indicated by all the *t-test* values which were statistically significant.

4.2.15 Identifying Common Goal Component of Participatory Management (PM14)

Table 4.43 shows overall results for mean values of Identifying common goal component in the seven districts in female government high schools in Mashhad including the minimum and maximum value and standard deviation value.

Table 4.43
Mean Value of the Identifying Common Goal Component in Seven Districts in Mashhad

	Count	Mean	Minimum	Maximum	Standard Deviation
Identifying common goal (PM14)	903	70.9	0.00	100.0	18.1
District I	156	70.8	12.5	100.0	15.9
District II	153	67.9	3.1	100.0	20.0
District III	62	69.6	31.3	100.0	17.7
District IV	154	73.2	21.9	100.0	14.5
District V	107	70.4	.000	100.0	19.6
District VI	113	72.3	18.8	100.0	19.0
District VII	158	71.9	12.5	100.0	20.0

Based on the results in Table 4.43, overall mean score for the Identifying common goal component (from the maximum score 100) was 70.9, and the standard deviation value was 18.1. This means that there was a prominent level of Identifying common goal component in participatory management in the female government high schools in Mashhad district. In fact, this situation was the same for all the seven districts. The result also shows that the Districts IV had high mean value of 73.2. On the other hand, District III had low mean value of 69.6. The value of the standard deviation was the highest for District II and VII, meaning the greatest disagreement was among the

teachers in the District II and VII in answering questions related to this component in the survey questionnaire. The teachers in the District IV had the most agreement on the Identifying common goal component.

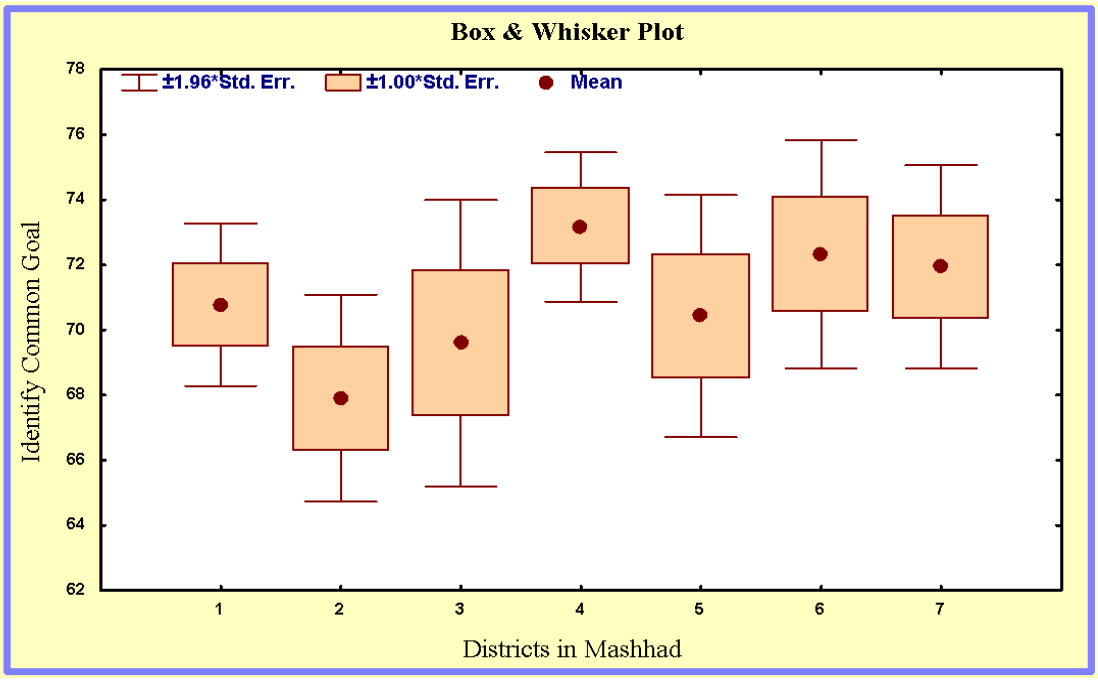

Figure 4.28. Boxplot comparisons of Identifying common goal component score of the seven districts in Mashhad.

Based on Figure 4.28, all the mean scores were more than 67, with the highest for District IV and lowest for District II. Therefore, this indicates that Identifying common goal component was high or at a favorable level among teachers and manager in school management.

Identifying common goal was one of the fifteen components of participatory management which was measured by 8 questions (82-89). Table 4.44 shows the distribution of the frequency and percentage of the scores in Table 4.44 for the items in this component. Based on the results, of the 903 respondents, it was found that more than 74% scored prominent and very prominent for the component of Identifying

common goal in participatory management. The teachers expressed "The school head provides for the teachers' being regularly informed about the goals of this school."

Table 4.44
Percentage for Responses on Identifying Common Goal Component by the Teachers

Item number	Survey Item Description	Totally not Prominent	Fairly not Prominent	Fairly Prominent	Prominent	Very Prominent	Descriptive		
							Count	Mean	Standard Deviation
82	Head defines ways for achieving school goals	2.9%	8.3%	27.1%	38.8%	22.9%	894	3.7	1.00
83	Head encourage teachers for achieving goal.	1.6%	6.7%	21.3%	42.8%	27.6%	895	3.9	.94
84	Teachers should help to identifying goals	1.7%	4.3%	22.5%	46.9%	24.6%	898	3.9	.88
85	Teachers understand the goals	1.3%	5.1%	27.1%	49.5%	16.9%	899	3.8	.84
86	Teachers participate in the goal setting	2.8%	7.8%	28.9%	40.0%	20.4%	881	3.7	.98
87	Head tries to define school's goal	2.6%	8.2%	23.9%	43.6%	21.6%	887	3.7	.97
88	Head provides for teachers information about the goals	1.2%	3.6%	12.7%	40.2%	42.3%	892	4.2	.88
89	Programs planned reflect the school's goals.	1.4%	4.9%	22.6%	46.6%	24.4%	897	3.9	.88

The results in Table 4.44 can be presented graphically by Figure 4.29, which shows the bar chart for percentage response for each of the eight items in the Identifying common goal component.

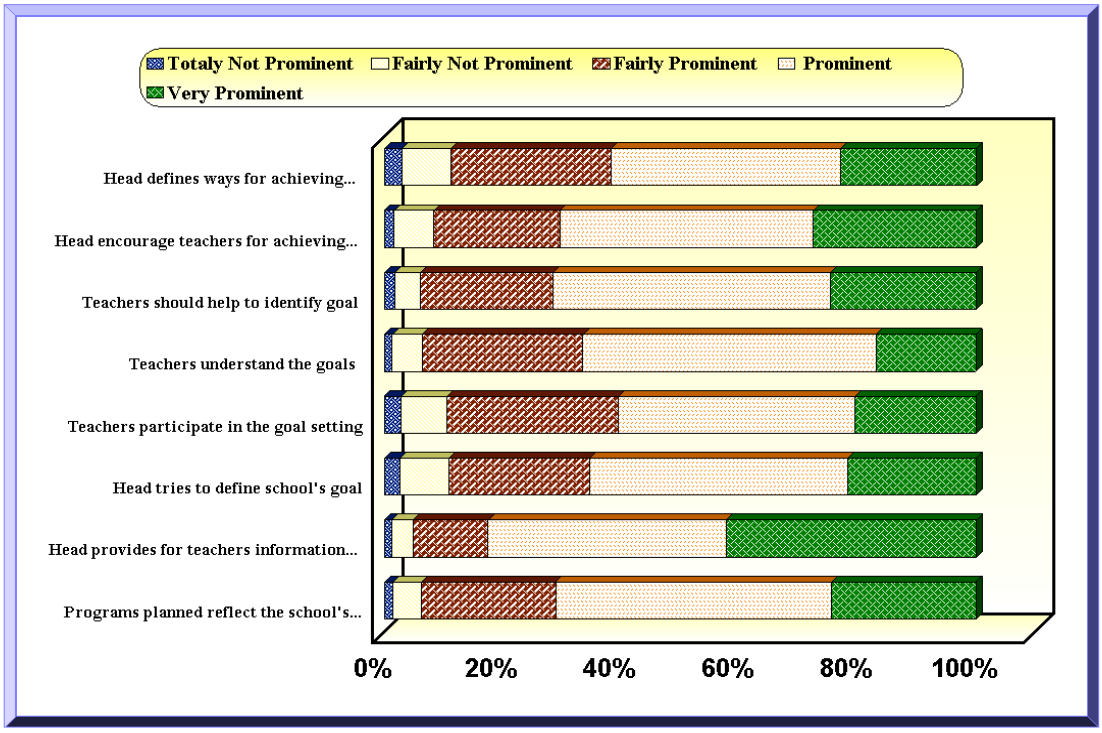

Figure 4.29. The percentage response for each of the eight items in the Identifying common goal component.

It was assumed that the level of Identifying common goal was higher than the expected mean value (60).To test the above assumption, the Student's *t-test* one sided was used. By calculation, the overall *t-test* value was 12.198 at the significance level of .000. The analysis for the seven districts is shown in Table 4.45.

Table 4.45
Result of t-test Value for Identifying Common Goal Component Generally and Separately in Seven Districts in Mashhad

	t-test value	*df*	Sig. (one-tailed)
Identifying common goal (PM14)	12.198	901	.000
District I	8.457	155	.000
District II	4.877	152	.000
District III	4.271	61	.000
District IV	11.268	153	.000
District V	5.494	106	.000
District VI	6.890	112	.000
District VII	7.497	157	.000

Based on the results in Table 4.45, the high schools in the seven districts in Mashhad had a high level of Identifying common goal component in participatory management, as indicated by all the *t-test* values which were statistically significant.

4.2.16 Equalitarian Component of Participatory Management (PM15)

Table 4.46 shows overall results for mean values of Equalitarian component in the seven districts in female government high schools in Mashhad including the minimum and maximum value and standard deviation value. Based on the results in Table 4.46, overall mean score for the Equalitarian component (from the maximum score 100) was 70.3, and the standard deviation value was 19.6. This means that there was a prominent level of Equalitarian component in participatory management in the female government high schools in Mashhad district.

Table 4.46
Mean Value of the Equalitarian Component in Seven Districts in Mashhad

	Count	Mean	Minimum	Maximum	Standard Deviation
Equalitarian (PM15)	901	70.3	0.00	100.0	19.6
District I	156	69.2	17.9	100.0	18.1
District II	153	68.0	10.7	100.0	20.2
District III	62	68.4	14.3	100.0	21.7
District IV	154	71.6	3.6	100.0	17.6
District V	107	71.3	.000	100.0	20.5
District VI	113	70.7	10.7	100.0	20.7
District VII	158	72.2	3.6	100.0	20.6

In fact, this situation was the same for all the seven districts. The result also shows that District VII had high mean value of 72.2. On the other hand, Districts II had low mean value of 68.0. The value of the standard deviation was the highest for District III, meaning the greatest disagreement was among the teachers in the District III in

answering questions related to this item in the survey questionnaire. The teachers in District IV had more agreement about the Equalitarian component.

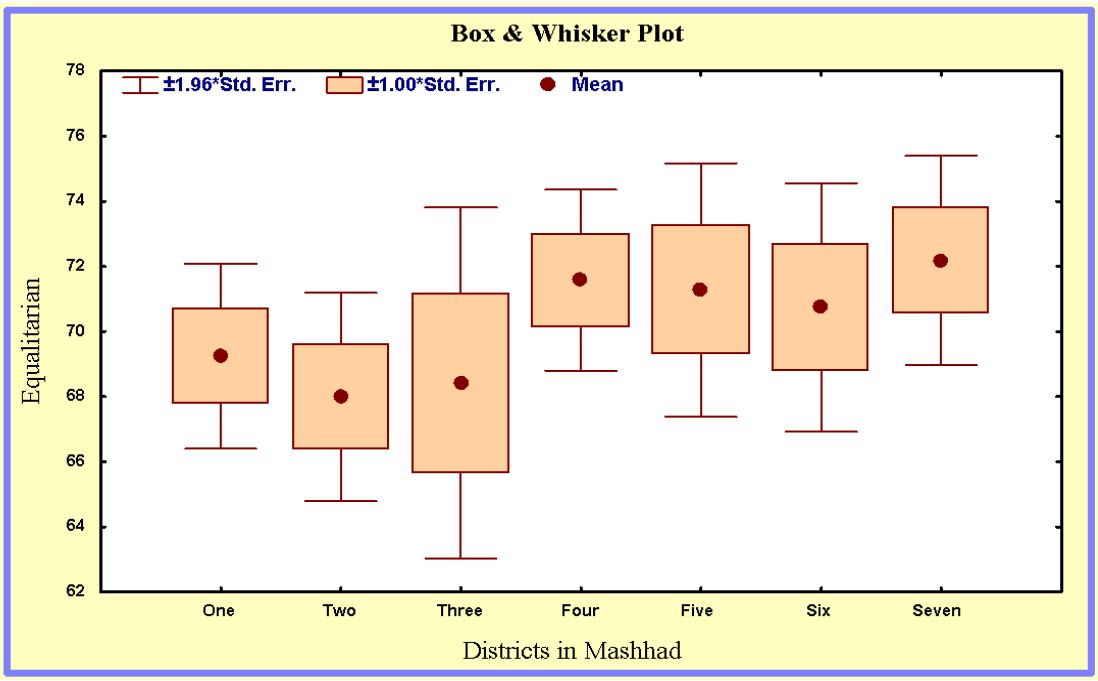

Figure 4.30. Boxplot comparisons of Equalitarian component score of the seven districts in Mashhad.

Based on Figure 4.30, all the mean scores were more than 68, the highest for District VII and lowest for District II. Therefore, this indicates that Equalitarian component was high or at a favorable level among teachers and manager in school management.

Equalitarian was one of the fifteen components of participatory management which was measured by 7 questions (90-96). Table 4.47 shows the distribution of the frequency and percentage of the scores in Table 4.47 for the items in this component. Based on the results, of the 903 respondents, it was found that more than 73% scored prominent and very prominent for the component of Equalitarian in participatory management. The teachers expressed "The school head believes that as long as the teachers work under her supervision, she must protect all of them."

Table 4.47

Percentage for Responses on Equalitarian Component by the Teachers

Item number	Survey Item Description	Totally not Prominent	Fairly not Prominent	Fairly Prominent	Prominent	Very Prominent	Descriptive		
							Count	Mean	Standard Deviation
90	Head promotes equal opportunity for students.	1.1%	5.3%	22.7%	40.2%	30.7%	889	3.9	.92
91	Head tries to balance up power inequity.	2.3%	8.3%	19.3%	37.9%	32.1%	900	3.9	1.02
92	Teachers work together with others	1.9%	7.8%	27.1%	41.7%	21.4%	892	3.7	.95
93	Head believes teachers have the same weight in using l facilities	1.9%	8.4%	20.2%	45.2%	24.2%	889	3.8	.96
94	Head believes teachers must protect by him	1.6%	7.3%	19.3%	36.4%	35.3%	889	4.0	.99
95	Head feels responsible for teachers	3.7%	10.8%	24.9%	35.8%	24.8%	891	3.7	1.07
96	Head believes an equitable amount of work for all teachers	2.4%	8.6%	25.9%	43.2%	20.0%	885	3.7	.96

The results in Table 4.47 can be presented graphically by Figure 4.31, which shows the bar-type figure of the size percentage for each of the seven items in the Equalitarian component.

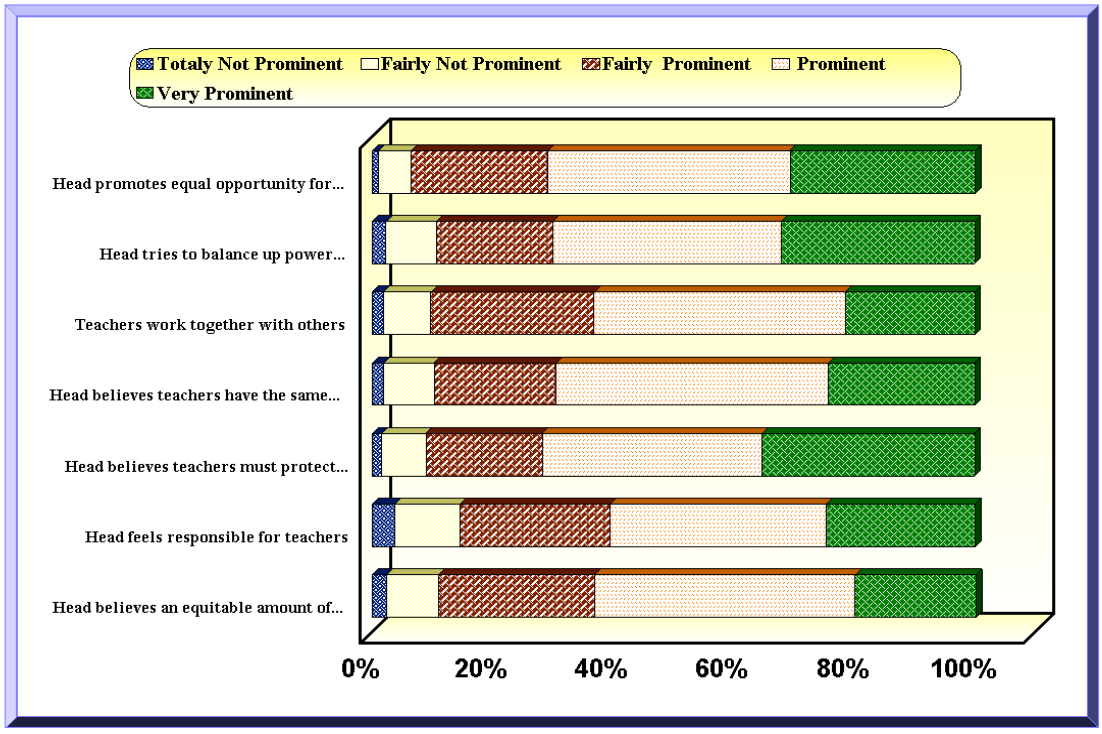

Figure 4.31.The percentage response for each of the seven items in the Equalitarian component.

It was assumed that the level of Equalitarian was higher than the expected mean value (60). To test the above assumption, the Student's *t-test* one sided was used. By calculation, the overall *t-test* value was 15.716 at the significance level of .000. The analysis for the seven districts is shown in Table 4.48.

Table 4.48
Result of t-test Value for Equalitarian Component Generally and Separately in Seven Districts in Mashhad

	t-test value	df	Sig. (one-tailed)
Equalitarian (PM1)	15.716	900	.000
District I	6.369	154	.000
District Π	4.890	152	.000
District III	3.061	61	.003
District IV	8.157	153	.000
District V	5.671	105	.000
District VI	5.510	112	.000
District VII	7.432	157	.000

Based on the results in Table 4.48, the high schools in the seven districts in Mashhad had a high level of Equalitarian component in participatory management, as indicated by all the *t-test* values which were statistically significant.

4.3 Finding of Research Related to Question Number 2

This section will address the research question number 2: What is the extent of organizational commitment of women teachers in female government high schools in Mashhad districts?

4.3.1 Overall Results Concerning Organizational Commitment (OC0)

Table 4.49 shows the overall results of the mean values of the 9 components and their *t-test* values (one sample test) of organizational commitment (OC0). The mean value was calculated by totaling all the scores of the survey items and dividing by the total number of respondents (903 teachers).

The *t-test* value in Table 4.49 refers to the *t-test* value of the statistic sample to examine the direction of each component of organizational commitment (OC0) with respect to the desired situation or the value of the overall mean. The desired overall mean chosen for the t-testing was a score of 60. The hypothesis was:

Organizational commitment (each of the 9 components) is not favorably practiced by female government high schools in Mashhad.	$H0: \mu < 60$
Organizational commitment (each of the 9 components) is favorably practiced by female government high schools in Mashhad.	$H1: \mu \geq 60$

Table 4.49
Overall Results Regarding Mean Value and t-test Value

Components	Mean Value	Standard Deviation	*t-test* Value	*df*	Sig. * (one-ailed)
Organizational commitment (OC0)	70.6	18.4	17.264	902	.000*
Willing to exert effort (OC1)	70.3	23.1	13.478	899	.000*
Stabilizing (OC2)	66.4	23.5	8.292	902	.000*
Loyalty and allegiance (OC3)	70.6	22.3	14.284	902	.000*
Maintaining membership (OC4)	67.8	24.6	9.613	902	.000*
Attachment (OC5)	66.6	25.8	7.762	902	.000*
Feeling of obligation (OC6)	72.0	19.8	18.224	902	.000*
Identification value (OC7)	73.0	19.9	19.749	902	.000*
Identification goal (OC8)	70.7	19.9	16.195	902	.000*
Involvement (OC9)	76.9	16.5	30.800	902	.000*

Note. * means statistically significant

As the results in Table 4.49 show, the highest mean value is 76.9 for the Involvement (OC9) component whereas the lowest mean value is 66.4 for the Stabilizing (OC2) component. The *t-test* value was at significant level for all the 9 components, the highest being 30.800 and the lowest being 7.762. Overall, the mean value was more than 60. These findings show that the level of organizational commitment for 9 components was prominent or favorable (i.e., more than 60 mean value) in Mashhad districts, Iran.

Table 4.50 shows the overall results for the mean values of organizational commitment (OC0) in the seven districts in female government high schools in Mashhad including the minimum and maximum value as well as the standard deviation.

Table 4.50
Mean Value of the Organizational Commitment in the Seven Districts in Mashhad

	Count	Mean	Minimum	Maximum	Standard Deviation
Organizational Ccommitment (OC0)	903	70.6	7.6	100.0	18.4
District I	156	69.4	7.6	100.0	20.0
District II	153	70.0	9.2	100.0	18.0
District III	62	71.9	23.9	100.0	16.2
District IV	154	70.6	19.6	100.0	17.3
District V	107	69.3	21.7	100.0	17.6
District VI	113	71.9	19.6	100.0	18.7
District VII	158	71.8	21.7	100.0	19.8

Based on the results in Table 4.50, overall mean scores for the organizational commitment component (from the maximum score 100) was 70.6, with the standard deviation value of 18.4. This means that there was a prominent level of organizational commitment in the female government high schools in Mashhad districts. In fact, this situation was the same for all the seven districts. The results also show that District VI and VII had high mean value of 71.9 and 71.8 respectively. On the other hand, District I and V had low mean value of 69.4 and 69.3 respectively. The value of the standard deviation was the highest for Districts I, meaning that the greatest disagreement was

among the teachers in this district in answering questions related to OC in the survey questionnaire. However, the teachers in District III had more agreement about the organizational commitment.

Based on Figure 4.32, all the mean scores were more than 69, with the highest for District VI and VII and the lowest for District I and V. Therefore, this indicates that organizational commitment was high or at a favorable level among the teachers and managers in the school management.

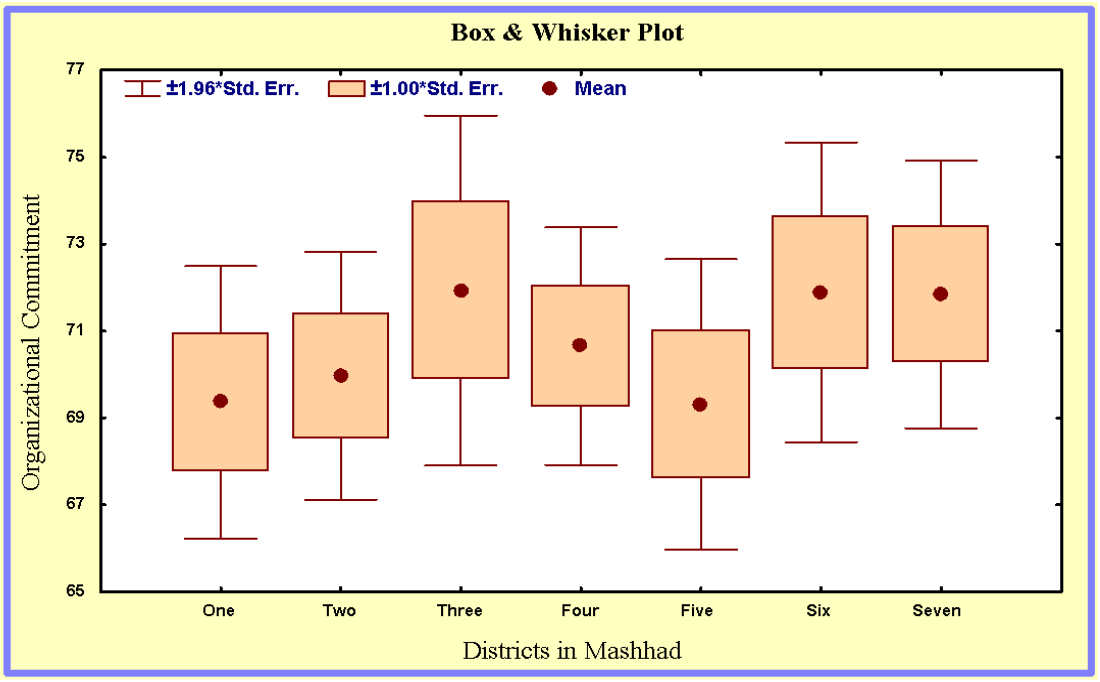

Figure 4.32. Boxplot comparisons of organizational commitment score of the seven districts in Mashhad.

A *t-test* for one statistic sample was made to examine the deviation of organizational commitment with respect to the desired situation To test the above assumption, the Student's *t-test* one sided has been used. By calculation, the overall *t-test* value was 17.264 at the significance level of .000. The analysis for the seven districts is shown in Table 4.51.

Table 4.51
Result of t-test Value for Organizational Commitment in the Seven Districts in Mashhad

	t-test value	*df*	Sig. (one-tailed)
Organizational Commitment (OC0)	17.264	902	.000
District I	5.853	155	.000
District II	6.858	152	.000
District III	5.807	61	.000
District IV	7.627	153	.000
District V	5.458	106	.000
District VI	6.757	112	.000
District VII	7.535	157	.000

Based on the significant *t-test* values indicated in Table 4.51, the high schools in the seven districts in Mashhad had a high level of organizational commitment.

4.3.2 Willing to Exert Effort Component of Organizational Commitment (OC1)

Table 4.52 shows overall results for mean values of Willing to exert effort component in the seven districts in female government high schools in Mashhad including the minimum and maximum value and standard deviation value.

Table 4.52
Mean Value of the Willing to Exert Effort Component in Seven Districts in Mashhad

	Count	Mean	Minimum	Maximum	Standard Deviation
Willing to exert effort (OC1)	900	70.3	5.0	100.0	23.1
District I	156	68.0	5.0	100.0	22.1
District II	153	70.0	5.0	100.0	23.2
District III	62	71.4	5.0	100.0	22.0
District IV	154	72.2	15.0	100.0	22.8
District V	107	68.9	10.0	100.0	22.4
District VI	113	72.3	5.0	100.0	25.3
District VII	158	70.6	5.0	100.0	23.7

Based on the results in Table 4.52, overall mean score for Willing to exert effort component (from the maximum score 100) was 70.3, and the standard deviation value was 23.1. This means that there was a prominent level of Willing to exert effort component in organizational commitment in the female government high schools in Mashhad district. In fact, this situation was the same for all the seven districts. The result also shows that the Districts VI and IV had high mean value of 72.3 and 72.2 respectively. On the other hand, Districts V and I had low mean value of 68.9 and 68.0 respectively. The value of the standard deviation was the highest for District VI, meaning the greatest disagreement was among the teachers in the District VI in answering questions related to this component in the survey questionnaire; the teachers in District I showed more agreement about the Willing to exert effort component.

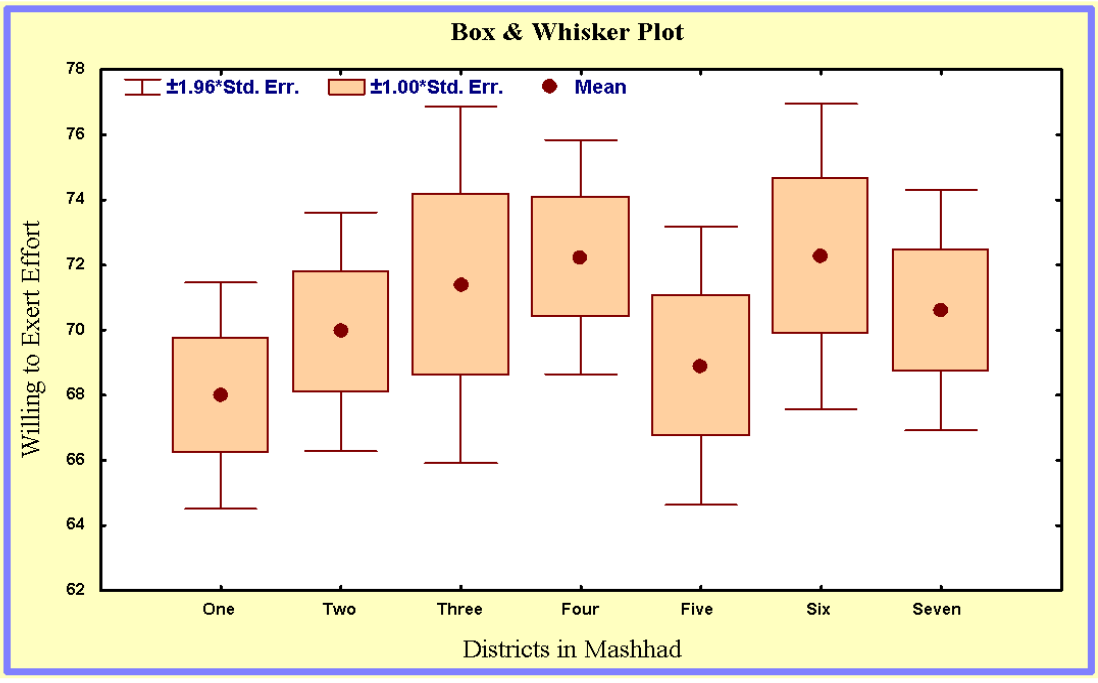

Figure 4.33. Boxplot comparisons of Willing to exert effort Component score of the seven districts in Mashhad.

Based on Figure 4.33, all the mean scores were more than 68, with the highest for District VI and IV and lowest for District V and I. Therefore, this indicates that Willing to exert effort component was high or at a favorable level among teachers and manager in school management.

Willing to exert effort was one of the nine components of organizational commitment which was measured by 5 questions (97-101). Table 4.53 shows the distribution of the frequency and percentage of the scores in Table 4.53 for the items in this component. Based on the results, of the 903 respondents, it was found that more than 66% scored prominent and very prominent for the component of Willing to exert effort in organizational commitment. The teachers expressed "I always like my organization; therefore, I try to spend extra efforts for the progress of this educational organization."

Table 4.53
Percentage for Responses on Willing to Exert Effort Component by the Teachers

Item number	Survey Item Description	Totally not Prominent	Fairly not Prominent	Fairly Prominent	Prominent	Very Prominent	Descriptive		
							Count	Mean	Standard Deviation
97	I don't have option to leave this org	9.1%	11.1%	18.2%	27.9%	33.7%	883	3.7	1.29
98	Performing my duties is a necessity	4.5%	6.4%	18.4%	35.2%	35.5%	881	3.9	1.09
99	I owe a great deal to the organization.	5.0%	7.8%	18.2%	31.5%	37.4%	894	3.9	1.14
100	This organization provides a suitable environment	10.1%	11.2%	24.7%	29.2%	24.9%	895	3.5	1.26
101	I try to put in extra efforts for organization.	1.7%	5.0%	16.3%	30.9%	46.2%	897	4.1	.98

The results in Table 4.53 can be presented graphically by Figure 4.34, which shows the bar chart for percentage response for each of the five items in the Willing to exert effort component.

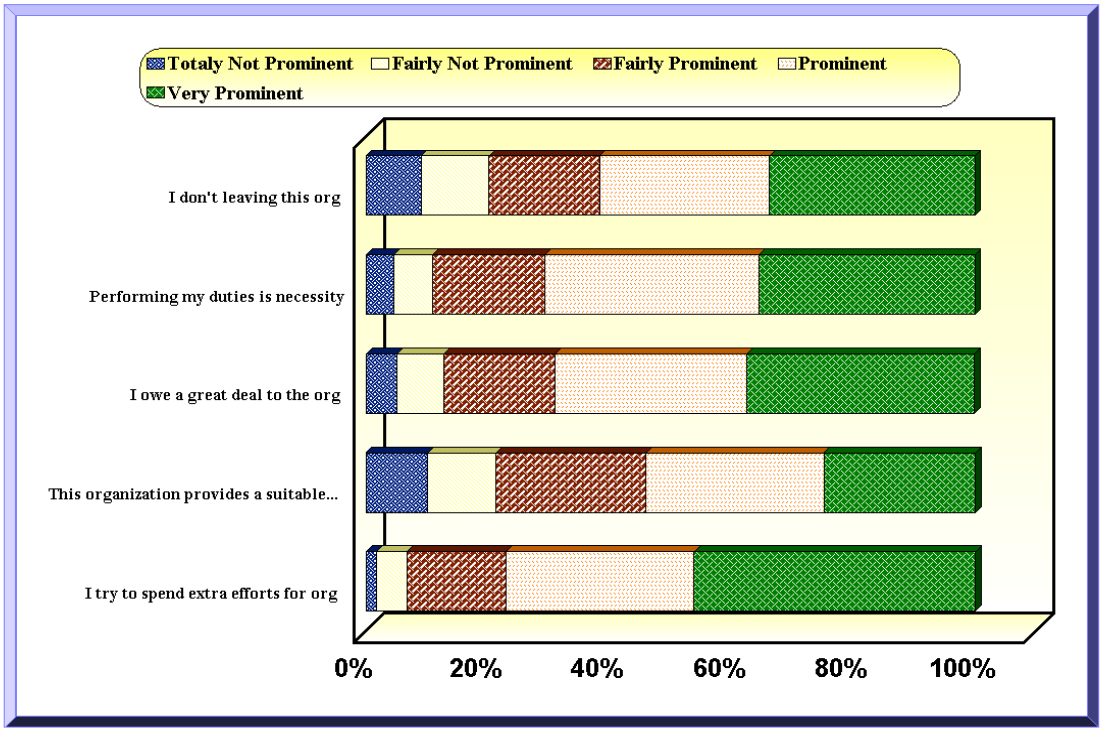

Figure 4.34. The percentage response for each of the five items in the Willing to exert effort component.

It was assumed that the level of Willing to exert effort was higher than the expected mean value (60). To test the above assumption, the Student's *t-test* one sided was used. By calculation, the overall *t-test* value was 13.478 at the significance level of .000. The analysis for the seven districts is shown in Table 4.54.

Table 4.54
*Result of t-test Value for Willing to Exert Effort Component Generally and Separately in Seven Districts in Mash*had

	t-test value	*df*	Sig. (one-tailed)
Willing to exert effort (OC1)	13.478	899	.000
District I	4.502	154	.000
District II	5.316	152	.000
District III	4.071	61	.000
District IV	6.661	153	.000
District V	4.085	105	.000
District VI	5.121	111	.000
District VII	5.629	157	.000

Based on the results in Table 4.54, the high schools in the seven districts in Mashhad had a high level of Willing to exert effort component in organizational commitment, as indicated by all the *t-test* values which were statistically significant.

4.3.3 Stabilizing Component of Organizational Commitment (OC2)

Table 4.55 shows the overall results for mean values of Stabilizing component in the seven districts in female government high schools in Mashhad including the minimum and maximum value and standard deviation value.

Table 4.55
Mean Value of the Stabilizing Component in Seven Districts in Mashhad

	Count	Mean	Minimum	Maximum	Standard Deviation
Stabilizing (OC2)	903	66.4	0.00	100.0	23.5
District I	156	64.7	.0	100.0	24.5
District II	153	65.0	.0	100.0	24.2
District III	62	69.9	18.8	100.0	20.1
District IV	154	67.9	6.3	100.0	21.9
District V	107	64.9	.0	100.0	23.1
District VI	113	68.5	6.3	100.0	23.2
District VII	158	66.6	.0	100.0	25.1

Based on the results in Table 4.55, overall mean score for the Stabilizing component (from the maximum score 100) was 66.4, and the standard deviation value was 23.5. This means that there was a prominent level of Stabilizing component in organizational commitment in the female government high schools in Mashhad district. In fact, this situation was the same for all the seven districts. The result also shows that District III had high mean value of 69.9. On the other hand, Districts V and I had low mean value of 64.9 and 64.7 respectively. The value of the standard deviation was the highest for District VII, meaning the greatest disagreement was among the teachers in the District VII in answering questions related to this component in the survey questionnaire. Teachers in District III showed more agreement on the Stabilizing component.

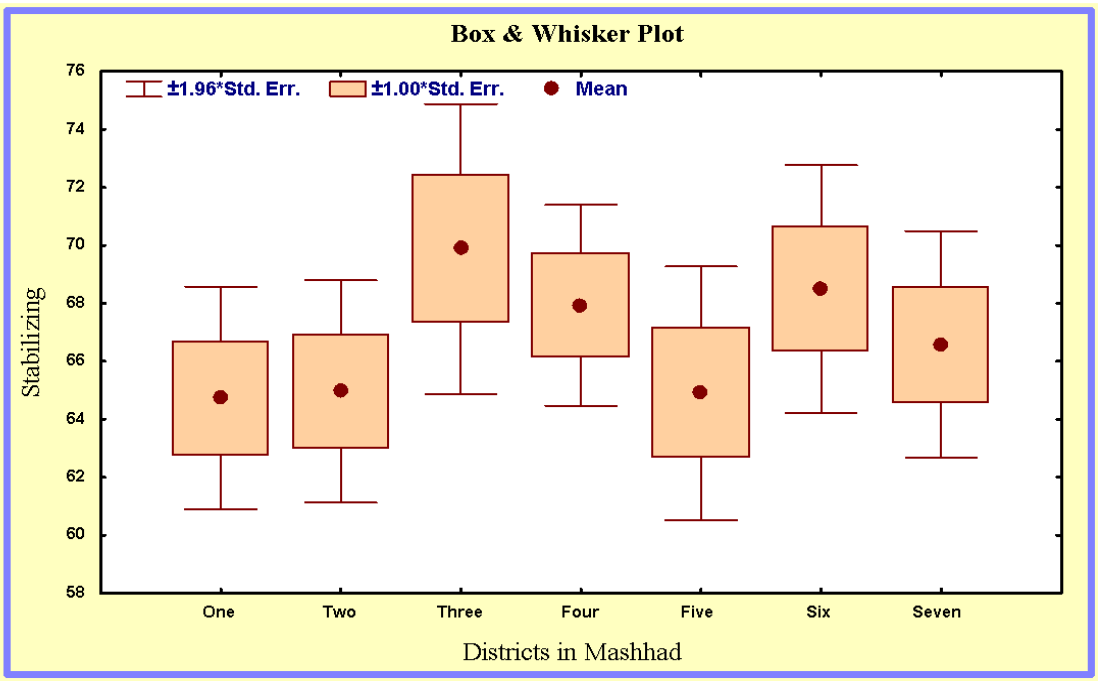

Figure 4.35. Boxplot comparisons of Stabilizing component score of the seven districts in Mashhad.

Based on Figure 4.35, all the mean scores were more than 64, with the highest for District III and lowest for District I andV. Therefore, this indicates that Stabilizing component was high or at a favorable level among teachers and manager in school management.

Stabilizing was one of the nine components of organizational commitment which was measured by 4 questions (102-105). Table 4.56 shows the distribution of the frequency and percentage of the scores in Table 4.56 for the items in this component. Based on the results, of the 903 respondents, it was found that more than 66% scored prominent and very prominent for the component of Stabilizing in organizational commitment. The teachers expressed "I like my job that binds me to this organization."

Table 4.56

Percentage for Responses on Stabilizing Component by the Teachers

Item number	Survey Item Description	Totally not Prominent	Fairly not Prominent	Fairly Prominent	Prominent	Very Prominent	Descriptive		
							Count	Mean	Standard Deviation
102	Jumping from organization does not unethical	10.2%	12.1%	20.0%	29.5%	28.2%	894	3.5	1.29
103	I like my job	2.6%	4.1%	14.1%	33.2%	46.0%	898	4.2	.99
104	Another organization may not match benefits	15.7%	11.7%	28.7%	26.5%	17.4%	886	3.2	1.29
105	My organization is a good organization I derive here	6.3%	9.3%	17.7%	34.0%	32.7%	891	3.8	1.18

The results in Table 4.56 can be presented graphically by Figure 4.36, which shows the bar chart of percentage response for each of the four items in the Stabilizing component.

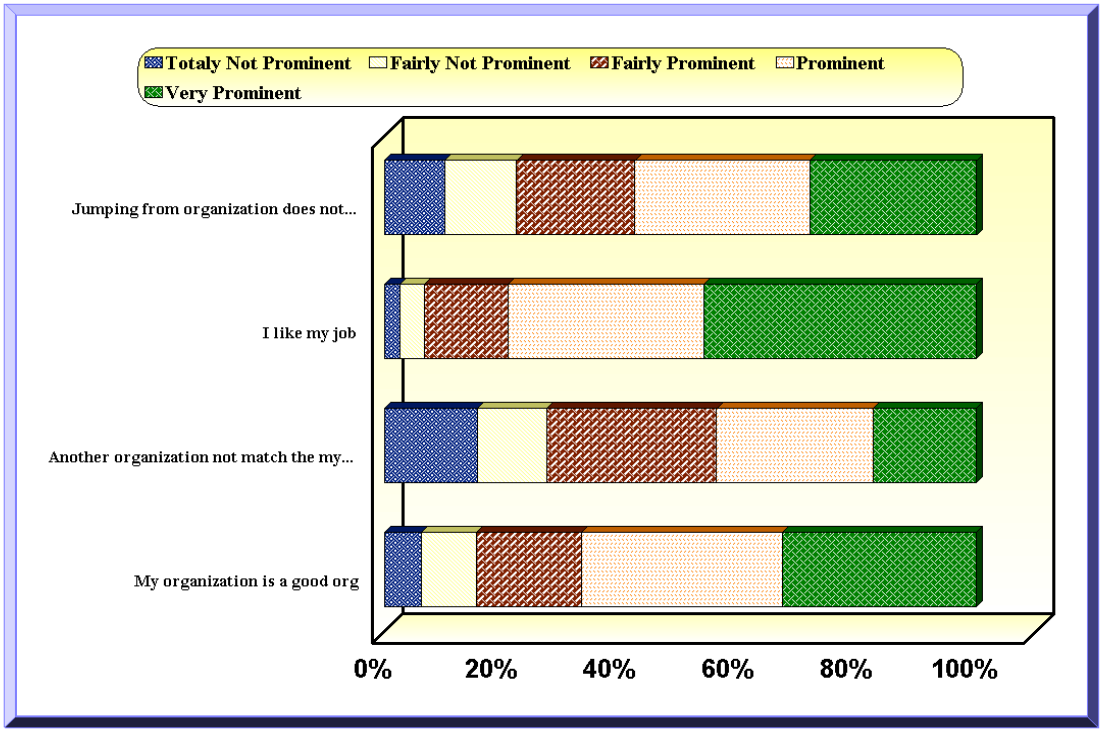

Figure 4.36. The percentage response for each of the four items in the Stabilizing component.

It was assumed that the level of Stabilizing was higher than the expected mean value (60). To test the above assumption, the Student's *t-test* one sided was used. By calculation, the overall *t-test* value was 8.292 at the significance level of .000. The analysis for the seven districts is shown in Table 4.57.

Table 4.57
Result of t-test Value for Stabilizing Component Generally and Separately in Seven Districts in Mashhad

	t-test value	*df*	Sig. (one-tailed)
Stabilizing (OC2)	8.292	902	.000
District I	2.417	155	.017
District II	2.533	152	.012
District III	3.871	61	.000
District IV	4.492	153	.000
District V	2.193	106	.030
District VI	3.892	112	.000
District VII	3.300	157	.001

Based on the results in Table 4.57, the high schools in the seven districts in Mashhad had a high level of Stabilizing component in organizational commitment, as indicated by all the *t-test* values which were statistically significant.

4.3.4 Loyalty and Allegiance Component of Organizational Commitment (OC3)

Table 4.58 shows overall results for mean values of Loyalty and allegiance component in the seven districts in female government high schools in Mashhad including the minimum and maximum value and standard deviation value. Based on the results in Table 4.58, overall mean score for the Loyalty and allegiance component (from the maximum score 100) was 70.6, and the standard deviation value was 22.3.

Table 4.58

Mean Value of the Loyalty and Allegiance Component in Seven Mashhad Districts

	Count	Mean	Minimum	Maximum	Standard Deviation
Loyalty and allegiance(OC3)	903	70.6	0.00	100.0	22.3
District I	156	68.8	.0	100.0	24.2
District II	153	69.5	.0	100.0	22.1
District III	62	72.0	30.0	100.0	17.3
District IV	154	71.5	5.0	100.0	21.1
District V	107	70.0	5.0	100.0	21.8
District VI	113	73.0	.0	100.0	21.0
District VII	158	70.9	.0	100.0	25.1

This means that there was a prominent level of Loyalty and allegiance component in organizational commitment in the female government high schools in Mashhad district. In fact, this situation was the same for all the seven districts. The result also shows that the Districts VI had high mean value i.e. 73.0. On the other hand, Districts I had low mean value i.e. 68.8. The value of the standard deviation was the highest for District VII, meaning the greatest disagreement was among the teachers in the District VII in answering the survey questionnaire, and the teachers in the District III had more agreement about the Loyalty and allegiance component.

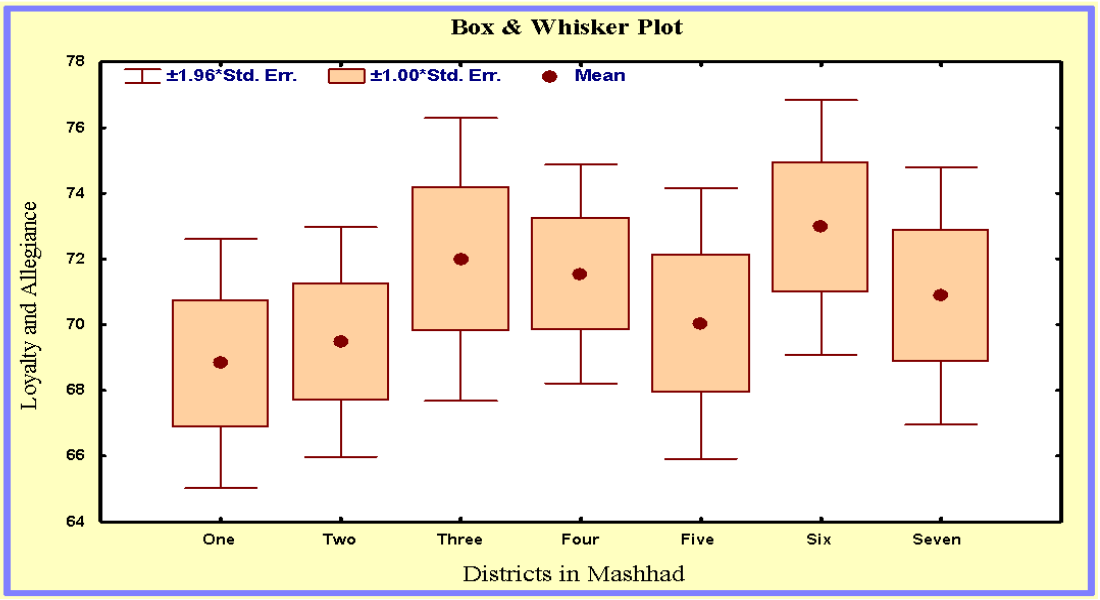

Figure 4.37. Boxplot comparisons of Loyalty and allegiance component score of the seven districts in Mashhad.

Based on Figure 4.37, all the mean scores were more than 68, the highest for District VI and lowest for District I. Therefore, this indicates that Loyalty and allegiance component was high or at a favorable level among teachers and manager in school management.

Loyalty and allegiance was one of the nine components of organizational commitment which was measured by 5 questions (106-110). Table 4.59 shows the distribution of the frequency and percentage of the scores in Table 4.59 for the items in this component.

Based on the results, of the 903 respondents, it was found that more than 69% scored prominent and very prominent for the component of Loyalty and allegiance in. organizational commitment the teachers expressed" I was taught to believe in the value of remaining loyal to one organization."

Table 4.59
Percentage for Responses on Loyalty and allegiance Component by the Teachers

Item number	Survey Item Description	Totally not Prominent	Fairly not Prominent	Fairly Prominent	Prominent	Very Prominent	Descriptive		
							Count	Mean	Standard Deviation
106	Organization's problems are my own.	4.1%	11.0%	23.1%	37.3%	24.4%	897	3.7	1.09
107	Person must be loyal to her organization.	2.6%	3.2%	18.3%	35.6%	40.3%	900	4.1	0.97
108	I have loyalty to organization.	1.6%	5.7%	14.6%	39.8%	38.4%	898	4.1	0.94
109	Organization deserves my loyalty	8.3%	13.0%	21.7%	31.7%	25.4%	895	3.5	1.23
110	I am honored	7.6%	8.8%	17.6%	31.5%	34.5%	893	3.8	1.23

The results in Table 4.59 can be presented graphically by Figure 4.38, which shows the bar-type Figure of the size percentage for each of the five items in the Loyalty and allegiance component.

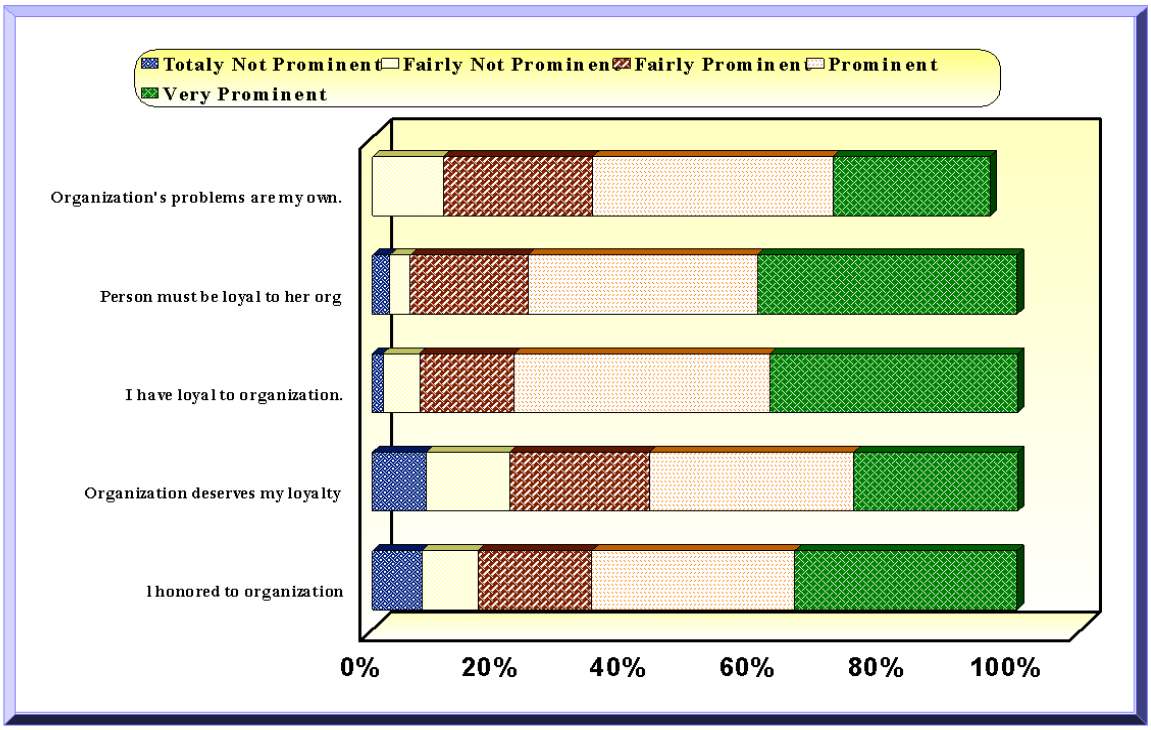

Figure 4.38. The percentage response for each of the five items in the Loyalty and allegiance component.

It was assumed that the level of Loyalty and allegiance was higher than the expected mean value (60). To test the above assumption, the Student's *t-test* one sided was used. By calculation, the overall *t-test* value was 14.284 at the significant level of .000. The analysis for the seven districts is shown in Table 4.60.

Table 4.60
Result of t-test Value for Loyalty and Allegiance Component Generally and Separately in Seven Districts in Mashhad

	t-test value	*df*	Sig. (one-tailed)
Loyalty and allegiance (OC3)	14.284	902	.000
District I	4.555	155	.000
District II	5.301	152	.000
District III	5.452	61	.000
District IV	6.800	153	.000
District V	4.772	106	.000
District VI	6.550	112	.000
District VII	5.442	157	.000

Based on the results in Table 4.60, the high schools in the seven districts in Mashhad had a high level of Loyalty and allegiance component in organizational commitment, as indicated by all the *t-test* values which were statistically significant.

4.3.5 Maintaining Membership Component of Organizational Commitment (OC4)

Table 4.61 shows overall results for mean values of Maintaining membership component in the seven districts in female government high schools in Mashhad including the minimum and maximum value and standard deviation value.

Table 4.61
Mean Value of the Maintaining Membership Component in Seven Districts in Mashhad

	Count	Mean	Minimum	Maximum	Standard Deviation
Maintaining membership (OC4)	903	67.8	0.00	100.0	24.6
District I	156	65.9	.00	100.0	26.4
District II	153	68.2	.00	100.0	24.4
District III	62	70.1	15.0	100.0	22.8
District IV	154	67.5	.00	100.0	23.9
District V	107	66.1	.00	100.0	24.7
District VI	113	68.2	.00	100.0	24.2
District VII	158	69.8	10.0	100.0	24.7

Based on the results in Table 4.61, overall mean score for the Maintaining membership component (from the maximum score 100) was 67.8, and the standard deviation value was 24.6. This means that there was a prominent level of Maintaining membership component in organizational commitment in the female government high schools in Mashhad district. In fact, this situation was the same for all the seven districts. The result also shows that the Districts III had high mean value of 70.1. On the other hand, Districts I had low mean value of 65.9. The value of the standard deviation was the highest for District I, meaning the greatest disagreement was among the teachers in the

District I in answering the survey questionnaire, and the teachers in the District III had more agreement about the Maintaining membership component.

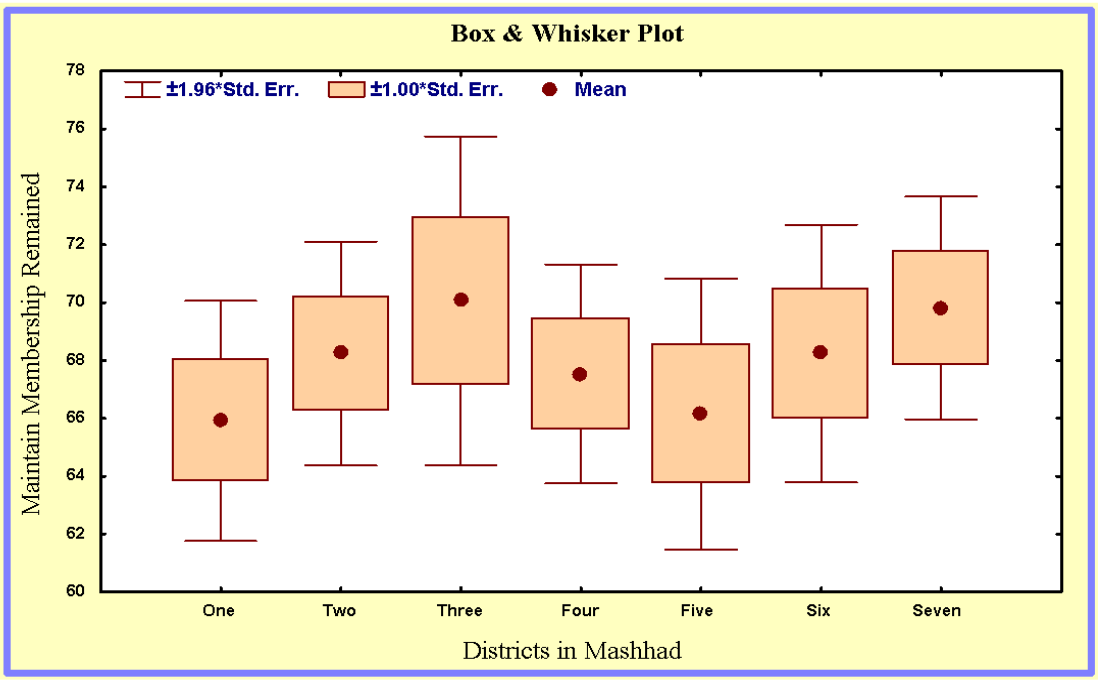

Figure 4.39. Boxplot comparisons of Maintaining membership component score of the seven districts in Mashhad.

Based on Figure 4.39, all the mean scores were more than 65, the highest for District III and lowest for District I. Therefore, this indicates that Maintaining membership component was high or at a favorable level among teachers and manager in school management.

Maintaining membership was one of the nine components of organizational commitment which was measured by 5 questions (111-115). Table 4.62 shows the distribution of the frequency and percentage of the scores for the items in this component. Based on the results, of the 903 respondents, it was found that more than 66% scored prominent and very prominent for the component of Maintaining

membership in organizational commitment. The teachers expressed "I like to maintain membership and remain in this organization."

Table 4.62
Percentage for Responses on Maintaining Membership Component by the Teachers

Item number	Survey Item Description	Totally not Prominent	Fairly not Prominent	Fairly Prominent	Prominent	Very Prominent	Descriptive		
							Count	Mean	Standard Deviation
111	I spend the rest of my career with organization.	11.6%	7.9%	22.1%	29.9%	28.4%	885	3.6	1.29
112	It was wrong to leave my organization.	10.4%	11.0%	19.3%	29.6%	29.8%	883	3.6	1.30
113	People stay with one organization	6.7%	11.3%	21.5%	30.4%	30.2%	885	3.7	1.21
114	I would not leave my organization.	5.7%	7.9%	15.4%	34.1%	36.9%	895	3.9	1.16
115	I like to maintain membership	4.4%	6.1%	17.9%	35.3%	36.3%	892	3.9	1.08

The results in Ttable 4.62 can be presented graphically by Figure 4.40, which shows the bar chart of the percentage response for each of the five items in the Maintaining membership component.

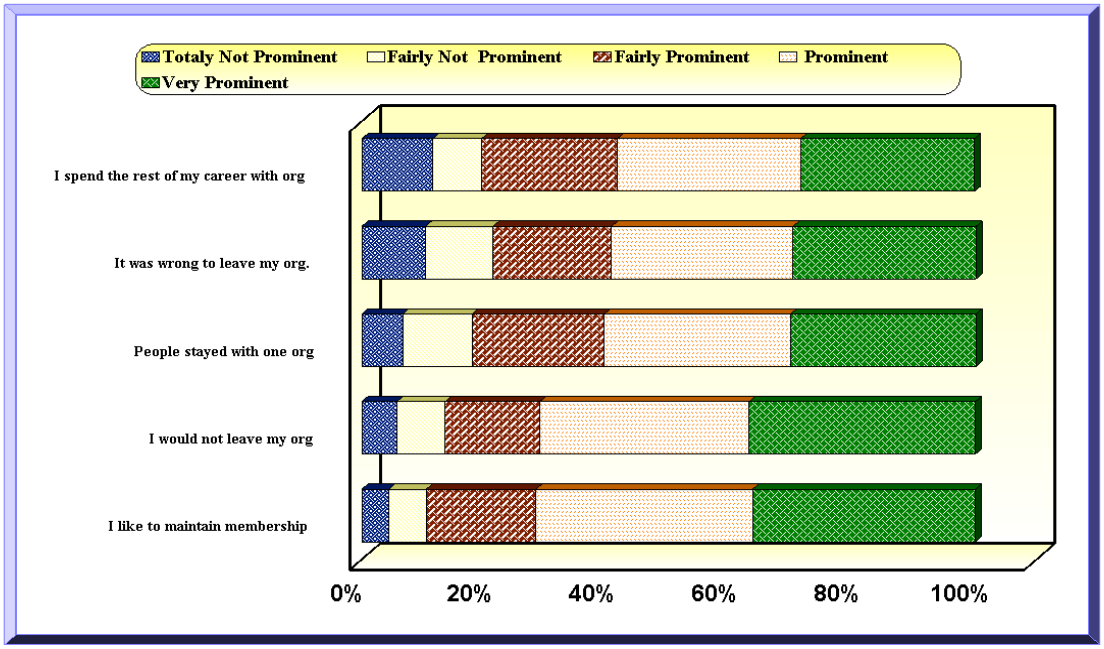

Figure 4.40. The percentage response for each of the five items in the Maintaining membership component.

It was assumed that the level of Maintaining membership was higher than the expected mean value (60). To test the above assumption, the Student's *t-test* one sided was used. By calculation, the overall *t-test* value was 9.613 at the significant level of .000. The analysis for the seven districts is shown in Table 4.63.

Table 4.63
Result of t-test Value for Maintaining Membership Component Generally and Separately in Seven Districts in Mashhad

	t-test value	*df*	Sig. (one-tailed)
Maintaining membership(OC4)	9.613	902	.000
District I	2.791	155	.006
District II	4.176	152	.000
District III	3.471	61	.000
District IV	3.909	153	.000
District V	2.574	106	.011
District VI	3.626	112	.000
District VII	4.999	157	.000

Based on the results in Table 4.63, the high schools in the seven districts in Mashhad had a high level of Maintaining membership component in organizational commitment, as indicated by all the *t-test* values which were statistically significant.

4.3.6 Attachment Component of Organizational commitment (OC5)

Table 4.64 shows overall results for mean values of Attachment component in the seven districts in female government high schools in Mashhad including the minimum and maximum value and standard deviation value.

Table 4.64
Mean Value of the Attachment Component in Seven Districts in Mashhad

	Count	Mean	Minimum	Maximum	Standard Deviation
Attachment (OC5)	903	66.6	0.00	100.0	25.8
District I	156	65.6	.00	100.0	27.6
District II	153	66.9	.00	100.0	25.6
District III	62	67.7	12.5	100.0	24.3
District IV	154	66.0	.00	100.0	23.9
District V	107	64.4	.00	100.0	27.3
District VI	113	69.0	4.2	100.0	25.1
District VII	158	67.7	4.2	100.0	26.7

Based on the results in Table 4.64, overall mean score for the Attachment component (from the maximum score 100) was 66.6, and the standard deviation value was 25.8. This means that there was a prominent level of Attachment component in organizational commitment in the female government high schools in Mashhad district. In fact, this situation was the same for all the seven districts. The result also shows that the Districts VI had high mean value of 69.0. On the other hand, Districts V had low mean value of 64.4. The value of the standard deviation was the highest for District I and V, meaning the greatest disagreement was among the teachers in the District I and V in answering the survey questionnaire, and the teachers in the District IV had more agreement about the Attachment component.

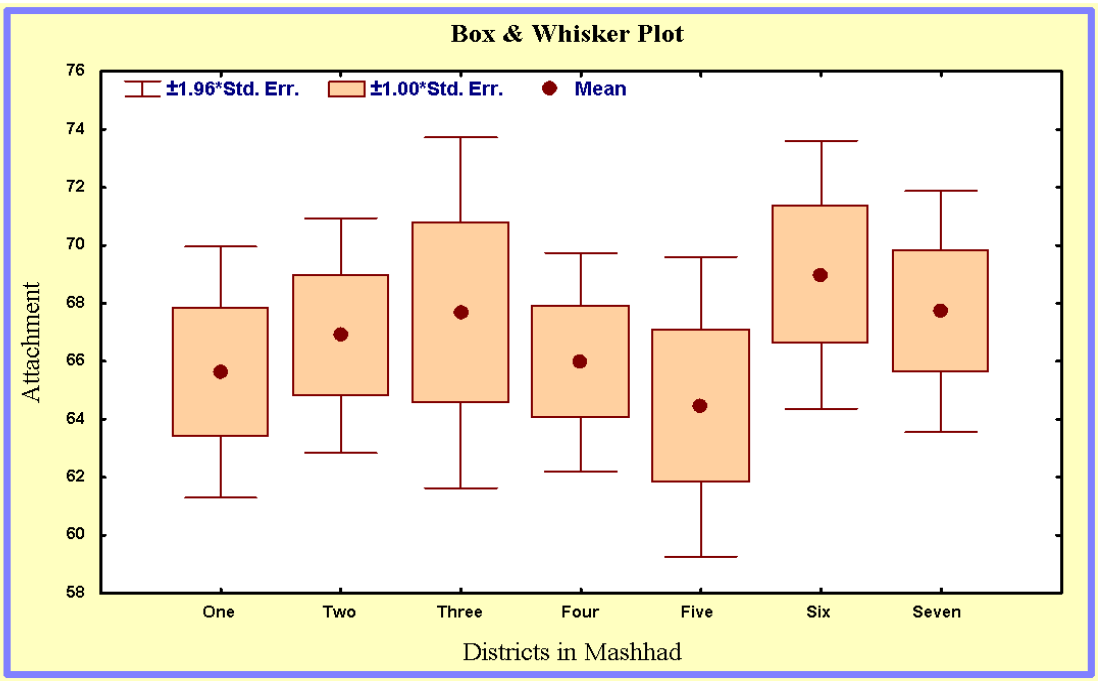

Figure 4.41. Boxplot comparisons of Attachment component score of the seven districts in Mashhad.

Based on Figure 4.41, all the mean scores were more than 65, the highest for District VI and lowest for District V. Therefore, this indicates that Attachment component was high or at a favorable level among teachers and manager in school management.

Attachment was one of the nine components of organizational commitment which was measured by 6 questions (116-121). Table 4.65 shows the distribution of the frequency and percentage of the scores for the items in this component. Based on the results, of the 903 respondents, it was found that more than 65% scored prominent and very prominent for the component of Attachment in organizational commitment. The teachers expressed" I feel like 'part of the family' at my organization."

Table 4.65

Percentage for Responses on Attachment Component by the Teachers

Item number	Survey Item Description	Totally not Prominent	Fairly not Prominent	Fairly Prominent	Prominent	Very Prominent	Descriptive		
							Count	Mean	Standard Deviation
116	I am part of the family' at my organization.	5.2%	9.6%	14.2%	36.1%	35.1%	890	3.9	1.15
117	I attached to organization.	5.8%	7.5%	19.2%	36.0%	31.5%	896	3.8	1.14
118	I praise this organization.	5.3%	5.3%	20.2%	33.1%	36.1%	891	3.9	1.11
119	Attachment to organization is right	8.2%	10.8%	23.2%	32.5%	25.3%	887	3.6	1.21
120	I feel guilty if I leave my organization.	14.3%	12.1%	27.8%	24.2%	21.7%	890	3.3	1.32
121	I do not leave my organization.	9.3%	10.5%	20.0%	30.9%	29.2%	893	3.6	1.26

The results in Table 4.65 can be presented graphically by Figure 4.42, which shows the bar-type Figure of the size percentage for each of the six items in the Attachment component.

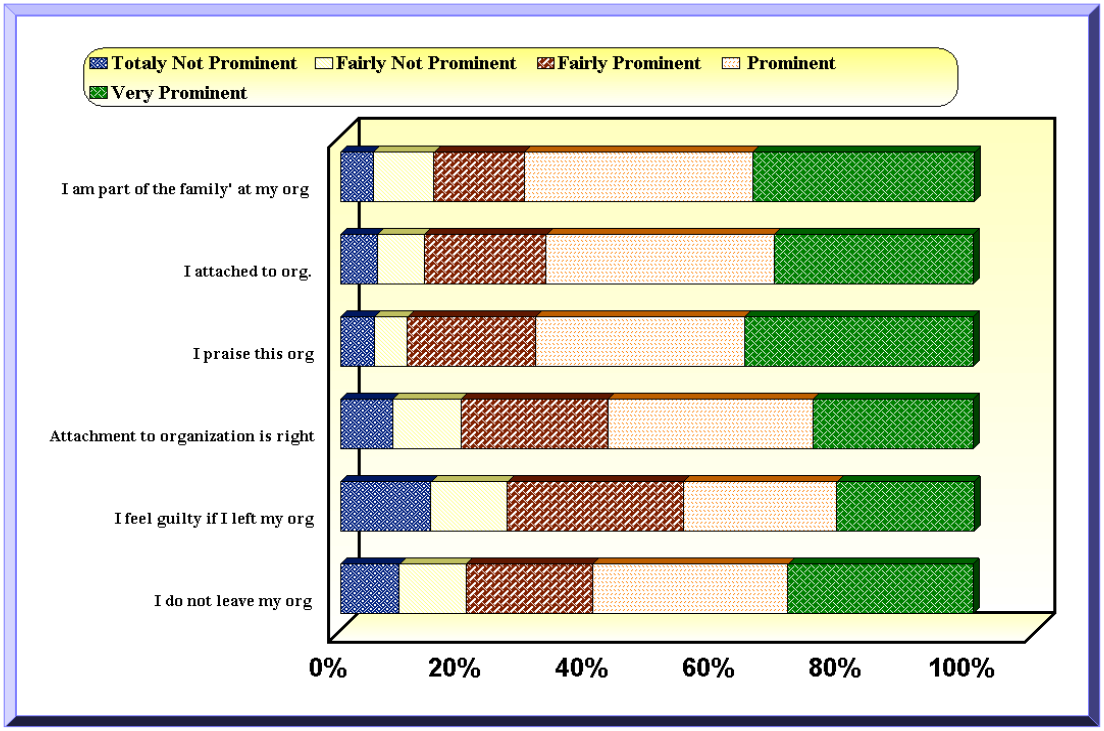

Figure 4.42. The percentage response for each of the six items in the Attachment component.

It was assumed that the level of Attachment was higher than the expected mean value (60). To test the above assumption, the Student's *t-test* one sided was used. By calculation, the overall *t-test* value was 7.762 at the significant level of .000. The analysis for the seven districts is shown in Table 4.66.

Table 4.66
Result of t-test Value for Attachment Component Generally and Separately in Seven Districts in Mashhad

	t-test value	*df*	Sig. (one-tailed)
Attachment (OC5)	7.762	902	.000
District I	2.543	155	.012
District Π	3.329	152	.001
District III	2.487	61	.016
District IV	3.102	153	.002
District V	1.680	106	.096
District VI	3.811	112	.000
District VII	3.635	157	.000

Based on the results in Table 4.66, the high schools in the seven districts in Mashhad had a high level of Attachment component in organizational commitment, as indicated by all the *t-test* values which were statistically significant.

4.3.7 Feeling of Obligation to the Organization Component of Organizational Commitment (OC6)

Table 4.67 shows overall results for mean values of Feeling of obligation to the organization component in the seven districts in female government high schools in Mashhad including the minimum and maximum value and standard deviation value.

Table 4.67

Mean Value of the Feeling of Obligation to the Organization Component in Seven Districts in Mashhad

	Count	Mean	Minimum	Maximum	Standard Deviation
Feeling of obligation to the organization (OC6)	903	72.0	0.00	100.0	19.8
District I	156	71.5	4.2	100.0	21.5
District II	153	71.8	8.3	100.0	18.2
District III	62	73.6	25.0	100.0	15.8
District IV	154	71.5	12.5	100.0	18.6
District V	107	70.1	.00	100.0	20.2
District VI	113	71.9	.00	100.0	21.7
District VII	158	73.9	.00	100.0	20.6

Based on the results in Table 4.67, overall mean score for the Feeling of obligation to the organization component (from the maximum score 100) was 72.0, and the standard deviation value was 19.8. This means that there was a prominent level of Feeling of obligation to the organization component in organizational commitment in the female government high schools in Mashhad district. In fact, this situation was the same for all the seven districts. The result also shows that Districts VII and III had high mean value of 73.9 and 73.6 respectively. On the other hand, Districts V had low mean value of 70.1. The value of the standard deviation was the highest for District VI and I meaning the greatest disagreement was among the teachers in the District VI and I in answering the survey questionnaire for this component; the teachers in the District III had more agreement about the Feeling of obligation to the organization component.

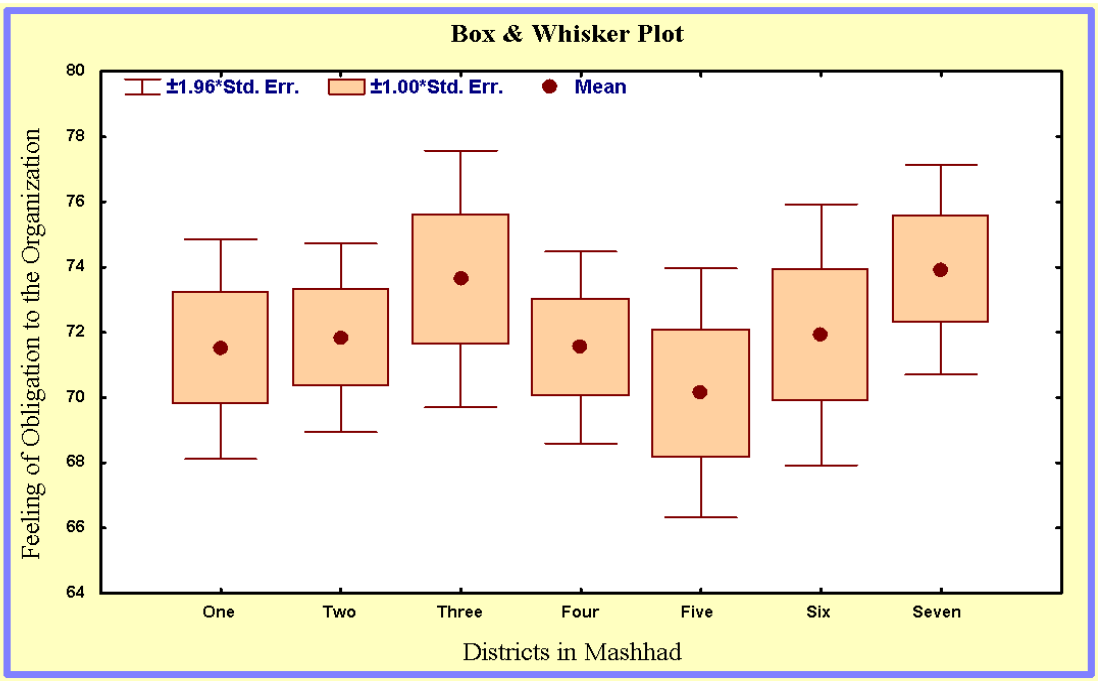

Figure 4.43. Boxplot comparisons of Feeling of obligation to the organization component score of the seven districts in Mashhad.

Based on Figure 4.43, all the mean scores were more than 70, the highest for District VII and III and lowest for District V. Therefore, this indicates that Feeling of obligation to the organization component was high or at a favorable level among teachers and manager in school management.

Feeling of obligation to the organization was one of the nine components of organizational commitment which was measured by 6 questions (122-127). Table 4.68 shows the distribution of the frequency and percentage of the scores in Table 4.68 for the items in this component. Based on the results, of the 903 respondents, it was found that more than 76% scored prominent and very prominent for the component of Feeling of obligation to the organization in organizational commitment. The teachers expressed "I feel obliged to remain with my current employer in this organization."

Table 4.68

Percentage for Responses on Feeling of Obligation to the Organization Component by the Teachers

Item number	Survey Item Description	Totally not Prominent	Fairly not Prominent	Fairly Prominent	Prominent	Very Prominent	Descriptive		
							Count	Mean	Standard Deviation
122	I feel obligated to the organization.	8.7%	11.3%	21.8%	31.2%	27.0%	894	3.6	1.24
123	I feel obligated to remain.	6.4%	7.8%	19.1%	33.8%	33.0%	897	3.8	1.17
124	I am apathetic to this organization.	3.5%	4.1%	17.6%	39.2%	35.6%	896	4.0	1.00
125	This organization has the potential I feel obliged to organization.	2.8%	5.8%	18.3%	41.9%	31.3%	896	3.9	.99
126	l obliged to remain with my current employer	2.0%	4.0%	13.3%	39.7%	40.9%	899	4.1	.93
127	I feel guilty if I am reluctant to my job	5.4%	6.6%	18.5%	32.8%	36.7%	891	3.9	1.14

The results in Table 4.68 can be presented graphically by Figure 4.44, which shows the bar-type Figure of the size percentage for each of the six items in the Feeling of obligation to the organization component.

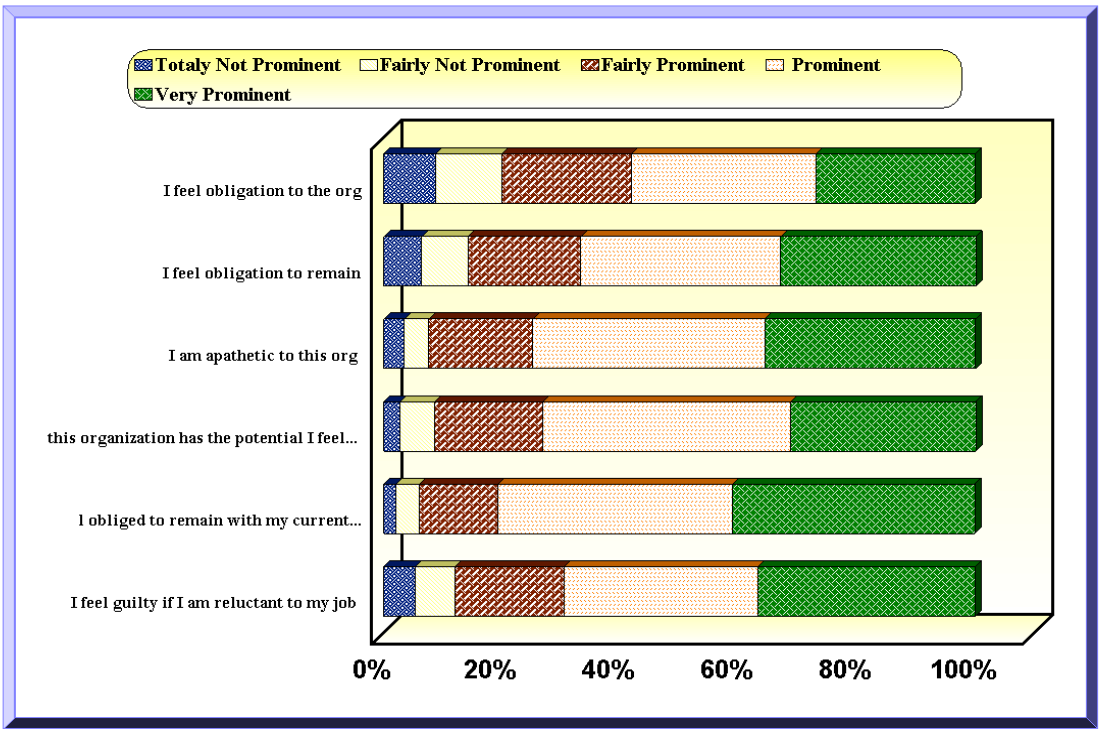

Figure 4.44. The size percentage for each of the six items in the Feeling of obligation to the organization component.

It was assumed that the level of Feeling of obligation to the organization was higher than the expected mean value (60). To test the above assumption, the Student's *t-test* one sided was used. By calculation, the overall *t-test* value was 18.224 at the significant level of .000. The analysis for the seven districts is shown in Table 4.69.

Table 4.69
Result of t-test Value for Feeling of Obligation to the Organization Component Generally and Separately in Seven Districts in Mashhad

	t-test value	*df*	Sig. (one-tailed)
Feeling of obligation to organization (OC6)	18.224	902	.000
District I	6.675	155	.000
District II	8.028	152	.000
District III	6.787	61	.000
District IV	7.680	153	.000
District V	5.204	106	.000
District VI	5.838	112	.000
District VII	8.479	157	.000

Based on the results in Table 4.69, the high schools in the seven districts in Mashhad had a high level of Feeling of obligation to the organization component in organizational commitment, as indicated by all the *t-test* values which were statistically significant.

4.3.8 Identification and Internalization Value Component of Organizational Commitment (OC7)

Table 4.70 shows overall results for mean values of Identification and internalization value component in the seven districts in female government high schools in Mashhad including the minimum and maximum value and standard deviation value.

Table 4.70

Mean Value of the Identification and Internalization Value Component in Seven Districts in Mashhad

	Count	Mean	Minimum	Maximum	Standard Deviation
Identification and internalization value (OC7)	903	73.0	0.00	100.0	19.9
District I	156	72.8	.00	100.0	20.1
District II	153	71.9	.00	100.0	20.5
District III	62	74.6	30.0	100.0	17.0
District IV	154	72.9	12.5	100.0	19.1
District V	107	71.3	.00	100.0	19.9
District VI	113	71.9	.00	100.0	21.6
District VII	158	76.3	12.5	100.0	19.7

Based on the results in Table 4.70, overall mean score for the Identification and internalization value component (from the maximum score 100) was 73.0, and the standard deviation value was 19.9. This means that there was a prominent level of Identification and internalization value component in organizational commitment in the female government high schools in Mashhad district. In fact, this situation was the same for all the seven districts. The result also shows that the Districts VII had high mean value i.e. 76.3. On the other hand, Districts II, VI and V had low mean value of 71.9, 71.9 and 71.3 respectively. The value of the standard deviation was the highest for District VI, meaning the greatest disagreement was among the teachers in the District VI in answering the survey questionnaire, and the teachers in the District III had more agreement about the Identification and internalization value component.

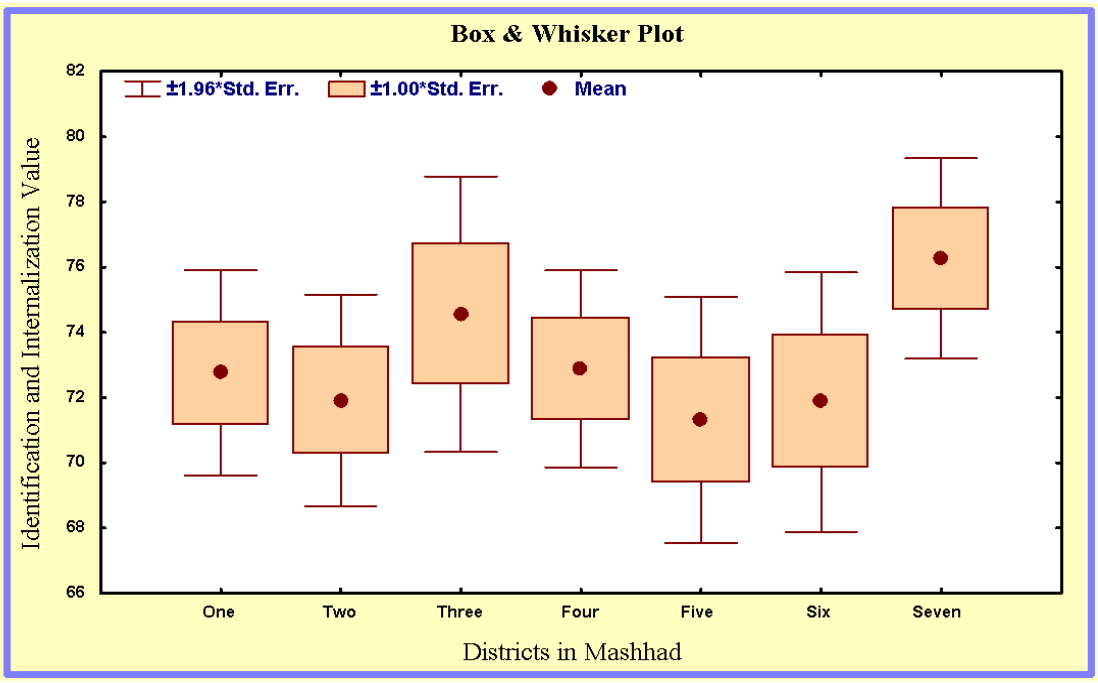

Figure 4.45. Boxplot comparisons of Identification and internalization value Components score of the seven districts in Mashhad.

Based on Figure 4.45, all the mean scores were more than 71, the highest for District VII and lowest for District II, VI and V. Therefore, this indicates that Identification and internalization value component was high or at a favorable level among teachers and manager in school management.

Identification and internalization value was one of the nine components of organizational commitment which was measured by 5 questions (128-132). Table 4.71 shows the distribution of the frequency and percentage of the scores in Table 4.71 for the items in this component. Based on the results, of the 903 respondents, it was found that more than 74% scored prominent and very prominent for the component of Identification and internalization value in organizational commitment. The teachers expressed "I praise the important values of my school organization."

Table 4.71

Percentage for Responses on Identification and Internalization Value Component by the Teachers

Item number	Survey Item Description	Totally not Prominent	Fairly not Prominent	Fairly Prominent	Prominent	Very Prominent	Descriptive		
							Count	Mean	Standard Deviation
128	The value of organization has meaning for me.	3.0%	7.1%	22.8%	40.6%	26.6%	892	3.8	1.01
129	Organization's values are close to my own values.	3.6%	7.8%	23.8%	39.1%	25.7%	887	3.8	1.04
130	I praise the important values of organization.	1.8%	3.4%	16.3%	41.3%	37.2%	895	4.1	.91
131	Identify and internalization values	2.0%	5.1%	17.9%	45.0%	30.0%	888	4.0	.93
132	I respect to organization's rules	1.9%	2.2%	20.3%	42.7%	32.8%	890	4.0	.89

The results in Table 4.71 can be presented graphically by Figure 4.46, which shows the bar chart of the percentage response for each of the five items in the Identification and internalization value component.

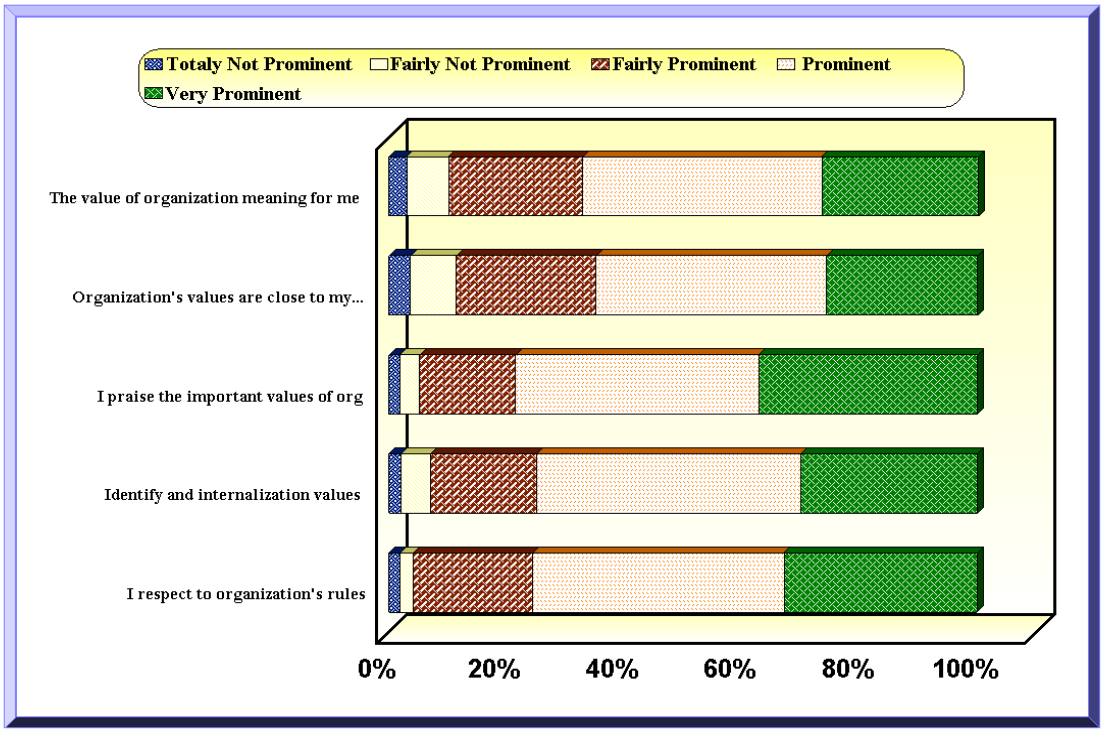

Figure 4.46. The size percentage for each of the five items in the Identification and internalization value component.

It was assumed that the level of Identification and internalization value was higher than the expected mean value (60). To test the above assumption, the Student's *t-test* one sided was used. By calculation, the overall *t-test* value was 19.749 at the significant level of .000. The analysis for the seven districts is shown in Table 4.72 .

Table 4.72
Result of t-test Value for Identification and Internalization Value Component Generally and Separately in Seven Districts in Mashhad

	t-test value	*df*	Sig. (one-tailed)
Identification and internalization value (OC7)	19.749	902	.000
District I	7.934	155	.000
District II	7.188	152	.000
District III	6.749	61	.000
District IV	8.357	153	.000
District V	5.869	106	.000
District VI	5.843	112	.000
District VII	10.368	157	.000

Based on the results in Table 4.72, the high schools in the seven districts in Mashhad had a high level of Identification and internalization value component in organizational commitment, as indicated by all the *t-test* values which were statistically significant.

4.3.9 Identification and Acceptance Goal Component of Organizational Commitment (OC8)

Table 4.73 shows overall results for mean values of Identification and acceptance goal component in the seven districts in female government high schools in Mashhad including the minimum and maximum value and standard deviation value.

Table 4.73
Mean Value of the Identification and Acceptance Goal Component in Seven Districts in Mashhad

	Count	Mean	Minimum	Maximum	Standard Deviation
Identification and acceptance goal (OC8)	903	70.7	0.00	100.0	19.9
District I	156	69.6	.00	100.0	21.1
District II	153	69.6	10.0	100.0	19.3
District III	62	71.1	25.0	100.0	17.7
District IV	154	69.9	.00	100.0	19.4
District V	107	70.6	15.0	100.0	19.0
District VI	113	72.5	20.0	100.0	20.6
District VII	158	72.4	25.0	100.0	20.9

Based on the results in Table 4.73, overall mean score for the Identification and acceptance goal component (from the maximum score 100) was 70.7, and the standard deviation value was 19.9. This means that there was a prominent level of Identification and acceptance goal component in organizational commitment in the female government high schools in Mashhad district. In fact, this situation was the same for all the seven districts. The result also shows that the Districts VI and VII had high mean value i.e. 72.4 and 72.5 respectively. On the other hand, Districts VI, I and II had low mean value i.e. 69.9, 69.6 and 69.6 respectively. The value of the standard deviation was the highest for District I, meaning the greatest disagreement was among the teachers in the District I in answering the survey questionnaire, and the teachers in the District III had more agreement about the Identification and acceptance goal component.

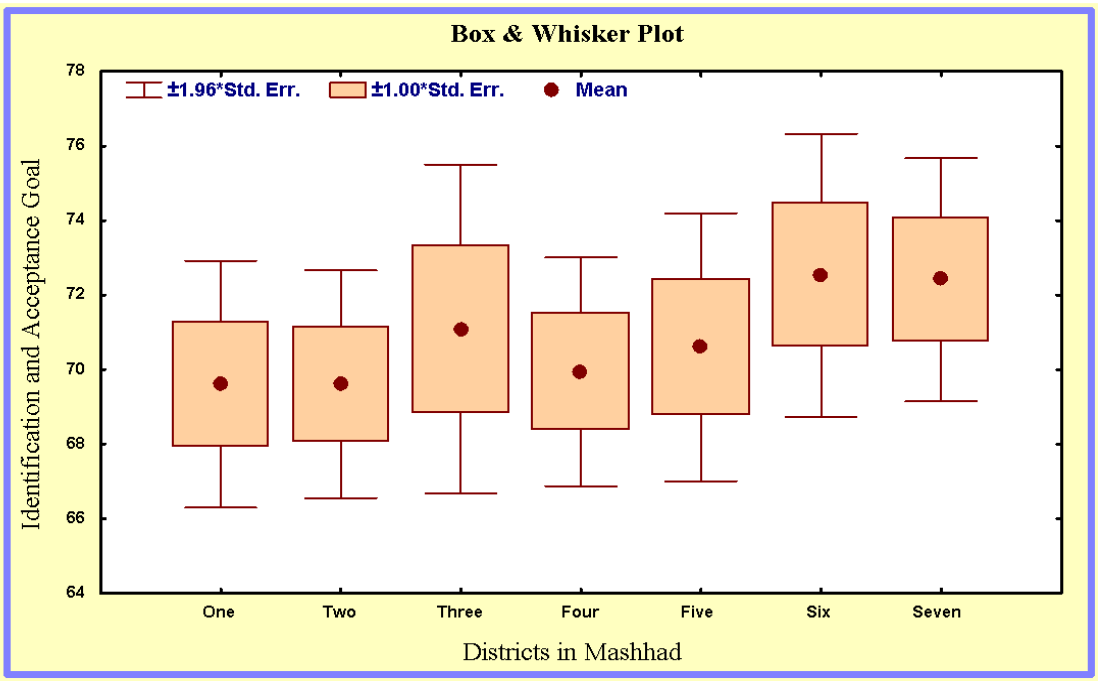

Figure 4.47. Boxplot comparisons of Identification and acceptance goal component score of the seven districts in Mashhad.

Based on Figure 4.47, all the mean scores were more than 69, the highest for District VI, VII and lowest for District IV, II and I. Therefore, this indicates that Identification and acceptance goal component was high or at a favorable level among teachers and manager in school management.

Identification and acceptance goal was one of the nine components of organizational commitment which was measured by 5 questions (133-137). Table 4.74 shows the distribution of the frequency and percentage of the scores for the items in this component. Based on the results, of the 903 respondents, it was found that more than 72% scored prominent and very prominent for the component of Identification and acceptance goal in organizational commitment. The teachers expressed "I try to identify and accept the organization's goals."

Table 4.74

Percentage for Responses on Identification and Acceptance Goal Component by the Teachers

Item number	Survey Item Description	Totally not Prominent	Fairly not Prominent	Fairly Prominent	Prominent	Very Prominent	Descriptive		
							Count	Mean	Standard Deviation
133	I internalize of the organization's goals.	1.3%	4.2%	22.8%	44.8%	26.9%	891	3.9	.88
134	I acceptance organization's goal.	1.6%	3.4%	21.3%	43.8%	29.9%	879	4.0	.89
135	My goals are near to organization's goals.	3.8%	7.4%	23.8%	41.6%	23.4%	894	3.7	1.02
136	I bind to organizational goals.	1.8%	7.8%	18.2%	41.7%	30.5%	896	3.9	.98
137	Goals are clear to me.	2.0%	10.2%	28.5%	38.9%	20.4%	888	3.7	.98

The results in Table 4.74 can be presented graphically by Figure 4.48, which shows the bar-type Figure of the size percentage for each of the five items in the Identification and acceptance goal component.

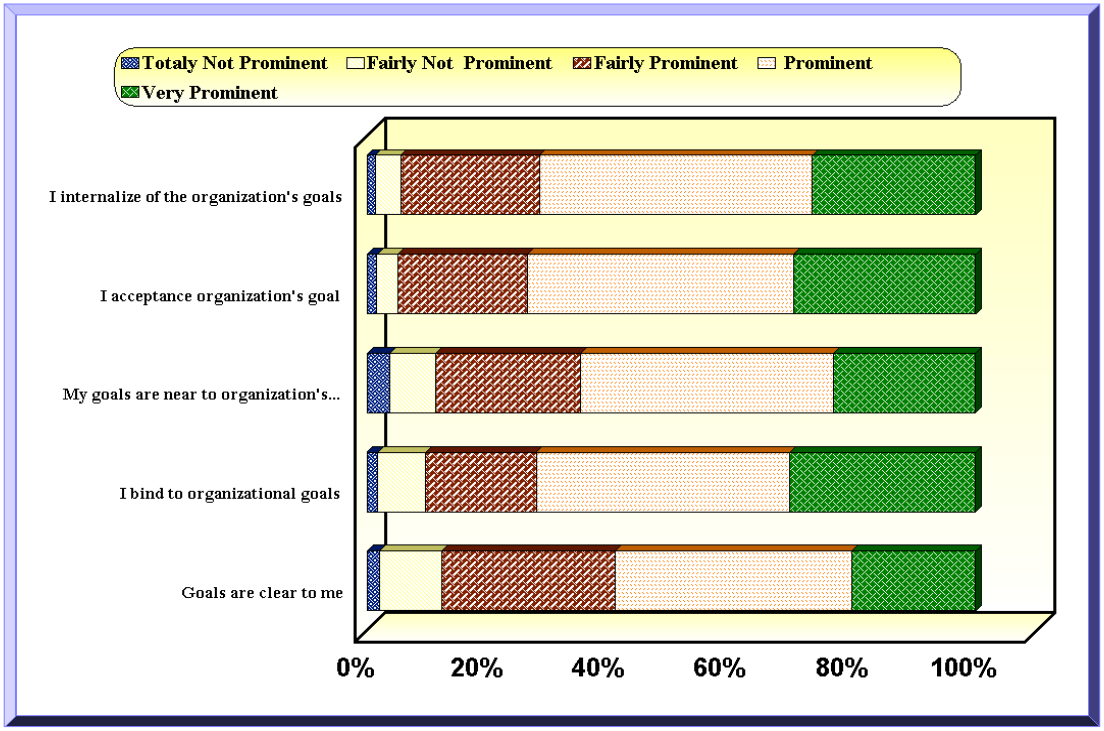

Figure 4.48. The size percentage for each of the five items in the Identification and acceptance goal component.

It was assumed that the level of Equalitarian was higher than the expected mean value (60). To test the above assumption, the Student's *t-test* one sided was used. By calculation, the overall *t-test* value was 16.195 at the significant level of .000. The analysis for the seven districts is shown in Table 4.75.

Table 4.75
Result of t-test Value for Identification and Acceptance Goal Component Generally and Separately in Seven Districts in Mashhad

	t-test value	*df*	Sig. (one-tailed)
Identification and acceptancegoal (OC8)	16.195	902	.000
District I	5.684	155	.000
District Π	6.171	152	.000
District III	4.920	61	.000
District IV	6.352	153	.000
District V	5.778	106	.000
District VI	6.460	112	.000
District VII	7.455	157	.000

Based on the results in Table 4.75, the high schools in the seven districts in Mashhad had a high level of Identification and acceptance goal component in organizational commitment, as indicated by all the *t-test* values which were statistically significant.

4.3.10 Involvement Component of Organizational Commitment (OC9)

Table 4.76 shows overall results for mean values of Involvement component in the seven districts in female government high schools in Mashhad including the minimum and maximum value and standard deviation value.

Table 4.76
Mean Value of the Involvement Component in Seven Districts in Mashhad

	Count	Mean	Minimum	Maximum	Standard Deviation
Involvement (OC9)	903	76.9	0.0	100.0	16.5
District I	156	76.2	15.0	100.0	17.8
District II	153	76.0	5.0	100.0	16.5
District III	62	76.5	35.0	100.0	16.7
District IV	154	76.5	.00	100.0	16.8
District V	107	77.5	30.0	100.0	15.1
District VI	113	79.3	15.0	100.0	16.6
District VII	158	77.2	20.0	100.0	16.1

Based on the results in Table 4.76, overall mean score for the Involvement component (from the maximum score 100) was 76.9, and the standard deviation value was 16.5. This means that there was a prominent level of Involvement component in organizational commitment in the female government high schools in Mashhad district. In fact, this situation was the same for all the seven districts. The result also shows that the Districts VI had high mean value i.e. 79.3. On the other hand, Districts II had low mean value i.e. 76.0. The value of the standard deviation was the highest for District I, meaning the greatest disagreement was among the teachers in the District I in answering the survey questionnaire, and the teachers in the District V had more agreement about the Involvement component.

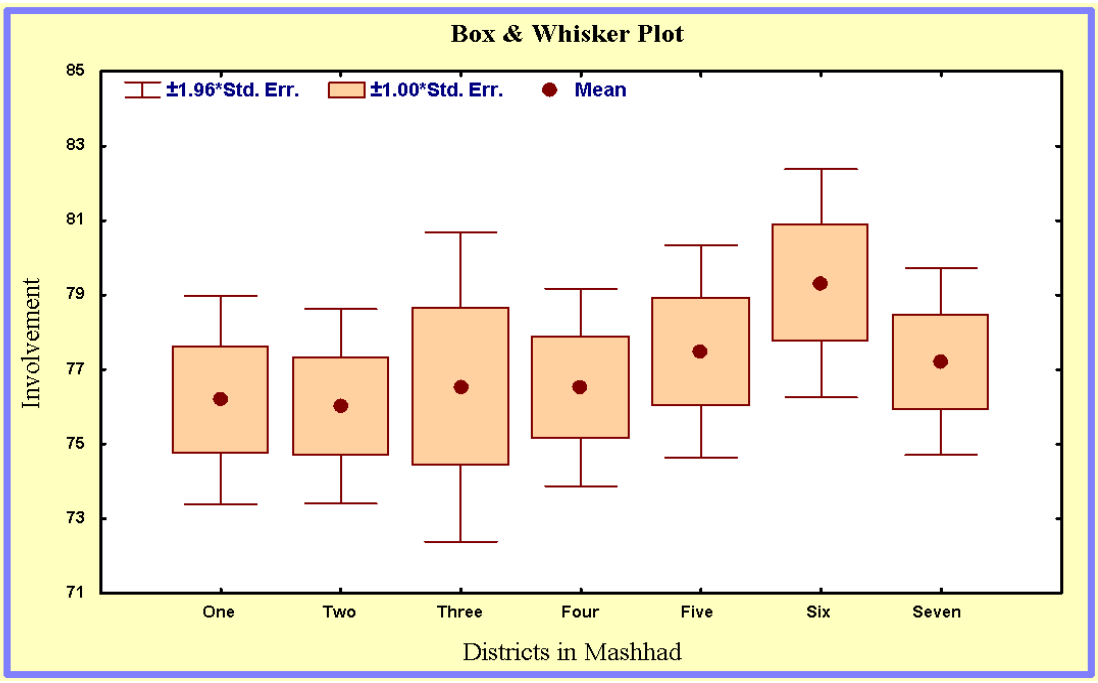

Figure 4.49. Boxplot comparisons of Involvement component score of the seven districts in Mashhad.

Based on Figure 4.49, all the mean scores were more than 76, the highest for District VI and lowest for District I. Therefore, this indicates that Involvement component was high or at a favorable level among teachers and manager in school management.

Involvement was one of the nine components of organizational commitment which was measured by 5 questions (138-142). Table 4.77 shows the distribution of the frequency and percentage of the scores for the items in this component. Based on the results, of the 903 respondents, it was found that more than 83% scored prominent and very prominent for the component of Involvement in organizational commitment. The teachers expressed "I like to engage in scientific activities and extracurricular programs relating to my job."

Table 4.77

Percentage for Responses on Involvement Component by the Teachers

Item number	Survey Item Description	Totally not Prominent	Fairly not Prominent	Fairly Prominent	Prominent	Very Prominent	Descriptive		
							Count	Mean	Standard Deviation
138	I engage in teacher's council	1.9%	7.9%	16.7%	38.4%	35.1%	897	4.0	1.00
139	I help teachers to solve problems	.6%	.9%	11.2%	39.2%	48.1%	898	4.3	.75
140	I like to express my ideas	.4%	1.0%	12.4%	39.6%	46.5%	903	4.3	.76
141	I like to engage my job.	.9%	.8%	10.8%	40.6%	47.0%	900	4.3	.77
142	Organization provide condition for teaching and learning	5.0%	12.5%	31.7%	32.0%	18.8%	901	3.5	1.08

The results in table 4.77 can be presented graphically by Figure 4.50, which shows the bar-type Figure of the size percentage for each of the five items in the Involvement component.

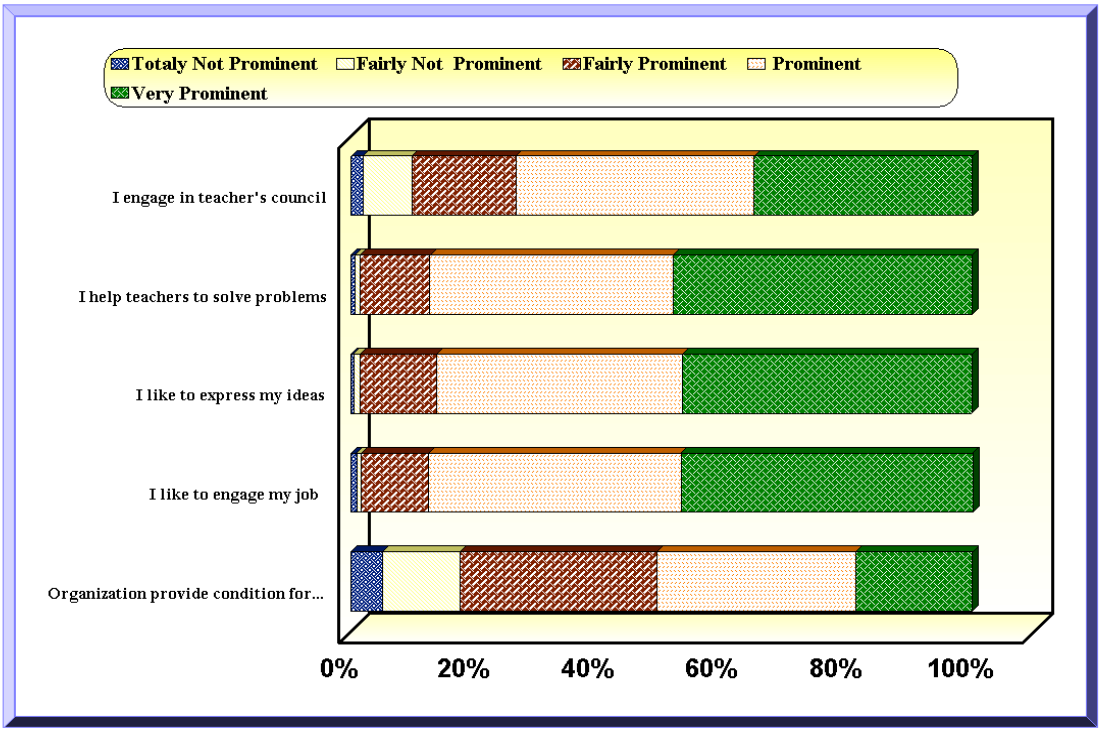

Figure 4.50. The size percentage for each of the five items in the Involvement component.

It was assumed that the level of Involvement was higher than the expected mean value (60). To test the above assumption, the Student's *t-test* one sided was used. By calculation, the overall *t-test* value was 30.800 at the significant level of .000. The analysis for the seven districts is shown in Table 4.78.

Table 4.78
Result of t-test Value for Involvement Component Generally and Separately in Seven districts in Mashhad

	t-test value	*df*	Sig. (one-tailed)
Involvement (OC9)	30.800	902	.000
District I	11.335	155	.000
District II	12.014	152	.000
District III	7.814	61	.000
District IV	12.224	153	.000
District V	12.020	106	.000
District VI	12.371	112	.000
District VII	13.442	157	.000

Based on the results in Table 4.78, the high schools in the seven districts in Mashhad had a high level of Involvement component in organizational commitment, as indicated by all the *t-test* values which were statistically significant.

4.4 Finding of Research Related to Question Number 3

This section will address the research question number 3: What are the extents of relationships among the fifteen components of participatory management and the nine components of organizational commitment with regard to female government high school teachers in Mashhad District?

Pearson correlation statistics were used to determine the relationship between the independent variable "participatory management" (PM) and the dependent variable

"organizational commitment" (OC). To investigate the relationships between these variables, first it is needed to express statistical hypotheses as follows:

H0: There is no significant linear relation between participatory management (PM) and organizational commitment (OC) — H0: $\rho\, x, y = 0$

H1: There is a significant linear relation between participatory management (PM) and organizational commitment (OC) — H1: $\rho\, x, y \neq 0$

The relevant correlation statistics is:

$$t_{ob} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \qquad r = \frac{\sum_{i=1}^{n}\sum_{j=1}^{n}(x_i-\bar{x})(y_j-\bar{y})}{\sqrt{\sum_{i=1}^{n}(x_i-\bar{x})^2}\sqrt{\sum_{j=1}^{n}(y_j-\bar{y})^2}}$$

n: sample size
r: Pearson's correlation coefficient

4.4.1 Overall Results Concerning Relationship between Participatory Management (PM) and Organizational Commitment (OC)

Based on the data analysis using the formula, the overall results related to the correlation coefficient are presented in Table 4.79 that displays the Pearson correlationship values among the fifteen component of participatory management and nine components of organizational commitment.

According to the results in Table 4.79, the general findings of the study concerning participatory management (PM0) and organizational commitment (OC0) were as follows:

1-There was a significant correlation between participatory management (PM0) and organizational commitment (OC0), r = 0.57.

2- There was a significant correlation between Trust (PM1) and organizational commitment (OC0), r = 0.34.

3-There was a significant correlation between Decision making (PM2) and organizational commitment (OC0), r = 0.48.

4-There was a significant correlation between Team work (PM3) and organizational commitment (OC0), r = 0.52.

5-There was a significant correlation between Share power (PM4) and organizational commitment (OC0), r = 0.38.

6-There was a significant correlation between Motivation (PM5) and organizational commitment (OC0), r = 0.49.

7-There was a significant correlation between Communication (PM6) and organizational commitment (OC0), r= 0.48.

8-There was a significant correlation between Involvement (PM7) and organizational commitment (OC0), r = 0.53.

9-There was a significant correlation between Collaboration (PM8) and organizational commitment (OC0), r = 0.54.

10-There was a significant correlation between Democracy (PM9) and organizational commitment (OC0), r = 0.50.

11-There was a significant correlation between Transparency (PM10) and organizational commitment (OC0), r = 0.55.

12-There was a significant correlation between Innovation (PM11) and organizational commitment (OC0), r = 0.53.

13-There was a significant correlation between Respect (PM12) and organizational commitment (OC0), r = 0.50.

Table 4.79

Correlation Coefficient Values for Relationship among the Fifteen Components of Participatory Management (PM) and Nine Components of Organizational Commitment (OC)

		Participatory Management Components															
		PM0	PM1	PM2	PM3	PM4	PM5	PM6	PM7	PM8	PM9	PM10	PM11	PM12	PM13	PM14	PM15
Organizational Commitment Components	OC0	.57	.34	.48	.52	.38	.49	.48	.53	54	.50	.55	.53	.50	.53	.57	.52
	OC1	.57	.34	.46	.50	.38	.49	.49	.52	.51	.49	.56	.51	.53	.53	.56	.52
	OC2	.46	.28	.41	.42	.35	.41	.39	.40	.42	.39	.42	.41	.40	.46	.45	.40
	OC3	.53	.30	.45	.48	.36	.44	.46	.48	.49	.46	.49	.49	.47	.49	.52	.48
	OC4	.48	.24	.43	.44	.33	.38	.41	.43	.46	.40	.48	.45	.40	.44	.47	.43
	OC5	.44	.23	.38	.40	.29	.35	.37	.40	.41	.36	.43	.39	.38	.40	.46	.40
	OC6	.48	.29	.38	.42	.31	.41	.40	.46	.47	.42	.46	.44	.42	.44	.47	.44
	OC7	.48	.32	.42	.46	.29	.40	.40	.47	.49	.41	.44	.46	.40	.43	.49	.44
	OC8	.48	.32	.41	.44	.30	.41	.38	.43	.46	.43	.46	.45	.38	.43	.48	.43
	OC9	.48	.32	.39	.42	.30	.44	.40	.45	.44	.45	.44	.43	.43	.43	.45	.44

Note Correlation is significant at the .05 level (2-tailed). All results are significant.

14-There was a significant correlation between Problem solving (PM13) and Organizational commitment (OC0), r = 0.53.

15-There was a significant correlation between Identify common goal (PM14) and organizational commitment (OC0), r = 0.57.

16-There was a significant correlation between Equalitarian (PM15) and organizational commitment (OC0), r = 0.52.

Table 4.79 shows overall results for Pearson correlation value of fifteen components of participatory management (PM) and organizational commitment (OC). Based on the results in Table 4.79, there were significant liner correlations among the fifteen components of participatory management and organizational commitment (r = .57). Also Identify common goal (PM14) and Transparency (PM10) had the strongest linear correlation of. (r = .57) and (r = .55) respectively with organizational commitment rather than other components and Trust (PM1) had the poorest liner correlation (r = .34) with organizational commitment. This correlation was statistically significant at the .05 level (2-tailed).

Table 4.80 illustrates the overall results for Pearson correlation value of participatory management (PM) and organizational commitment (OC) generally and separately in the seven districts in female government high schools in Mashhad. Based on the results in Table 4.80, the general findings of the study were as follows:

1-There was a significant correlation between participatory management (PM0) and organizational commitment (OC0) in District I (r = 0.56).

2-There was a significant correlation between participatory management (PM0) and organizational commitment (OC0) in District II (r = 0.55).

3-There was a significant correlation between participatory management (PM0) and organizational commitment (OC0) in District III (r = 0.57).

4-There was a significant correlation between participatory management (PM0) and organizational commitment (OC0) in District IV (r = 0.48).

5-There was a significant correlation between participatory management (PM0) and organizational commitment (OC0) in District V (r = 0.60).

6-There was a significant correlation between participatory management (PM0) and organizational commitment (OC0) in District VI (r = 0.53).

7-There was a significant correlation between participatory management (PM0) and organizational commitment (OC0) in District VII (r = 0.72).

In addition to the significant Pearson correlation values indicated in Table 4.80, there were significant liner correlations among fifteen components of participatory management and organizational commitment in female government high schools in seven districts in Mashhad. These correlations were statistically significant at the .05 level (2-tailed). The results in Table 4.80 show, District VII had the highest correlation (r = .72), followed by District V (r = .60). District IV had the lowest correlation (r = .48). All correlations were statistically significant at the .05 level (2-tailed).

Table 4.80

Result of Pearson's Correlation of (PM) Components and (OC) Generally and Separately in Seven Districts in Mashhad

			PM0	PM1	PM2	PM3	PM4	PM5	PM6	PM7	PM8	PM9	PM10	PM11	PM12	PM13	PM14	PM15
Overall	OC0	Pearson Correlation	0.57	0.34	0.48	0.52	0.38	0.49	0.48	0.53	0.54	0.50	0.55	0.53	0.50	0.53	0.57	0.52
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	903	902	902	902	903	903	903	903	902	902	902	902	902	902	903	901
Organizational Commitment by Districts in Mashhad	I	Pearson Correlation	0.56	0.36	0.42	0.46	0.45	0.42	0.44	0.50	0.52	0.47	0.54	0.54	0.45	0.51	0.49	0.46
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	156	156	156	156	156	156	156	156	156	156	156	156	156	156	156	155
	II	Pearson Correlation	0.55	0.20	0.50	0.47	0.35	0.44	0.45	0.51	0.60	0.52	0.57	0.56	0.47	0.54	0.62	0.54
		Sig. (2-tailed)	0.000	0.012	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	153	152	152	152	153	153	153	153	153	153	153	153	153	153	153	153
	III	Pearson Correlation	0.57	0.37	0.49	0.49	0.42	0.52	0.48	0.57	0.47	0.58	0.51	0.55	0.47	0.57	0.58	0.57
		Sig. (2-tailed)	0.000	0.003	0.000	0.000	0.001	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	62	62	62	62	62	62	62	62	61	61	61	61	61	61	62	62
	IV	Pearson Correlation	0.48	0.24	0.40	0.48	0.27	0.41	0.42	0.41	0.41	0.37	0.44	0.40	0.42	0.43	0.47	0.41
		Sig. (2-tailed)	0.000	0.003	0.000	0.000	0.001	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	154	154	154	154	154	154	154	154	154	154	154	154	154	154	154	154
	V	Pearson Correlation	0.60	0.39	0.54	0.62	0.32	0.50	0.52	0.54	0.52	0.53	0.51	0.55	0.48	0.55	0.58	0.52
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.001	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	107	107	107	107	107	107	107	107	107	107	107	107	107	107	107	106
	VI	Pearson Correlation	0.53	0.35	0.47	0.50	0.25	0.48	0.41	0.53	0.55	0.39	0.54	0.46	0.50	0.45	0.50	0.45
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.008	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	113	113	113	113	113	113	113	113	113	113	113	113	113	113	113	113
	VII	Pearson Correlation	0.72	0.49	0.60	0.64	0.56	0.64	0.64	0.64	0.66	0.64	0.66	0.63	0.65	0.65	0.70	0.68
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	158	158	158	158	158	158	158	158	158	158	158	158	158	158	158	158

Figure 4.51 shows the scatter plot of participatory management (PM) and organizational commitment. The scatter plot shows the pattern of distribution of scores regarding the relationship of participatory management and organizational commitment and the Pearson correlation showed a statistically significant, positive correlations between the PM and OC scores (r = .57, p < .05). Thus, the null hypothesis was rejected and it was concluded that there is a strong positive correlation between PM and OC.

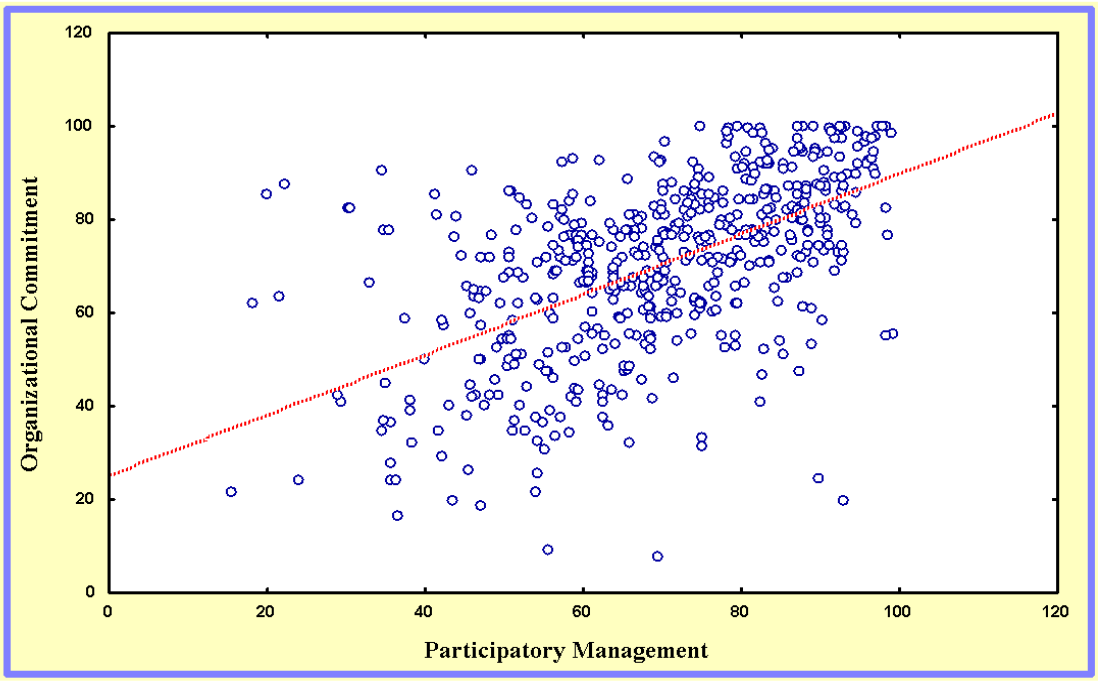

Figure 4.51. Scatter plot of participatory management (PM) and organizational commitment (OC), r = 0.57.

In other words, there is a strong evidence to show that, from teachers' perspectives, when managers promote a higher level of participatory management (PM), then teachers tend to have a higher level of organizational commitment (OC); if managers exhibit a lower level of PM, teachers tend to have a lower level of OC.

Multiple Regression Analysis

Further analyses were made to examine which combination of the participatory management components was a better predictor of organizational commitment.

For this purpose, the multiple regression analysis was used. Thus, both Pearson correlation and regression analysis were used to test the effects of the variables. Table 4.81 shows the results. Transparency (PM10) was significant at the .05 level (p = .035), Collaboration (PM8) was significant at the .05 level (p = .015). Respect (PM12) was significant at the .05 level (p =.020). Other factors consisting of Identify common goal (PM14), Team work (PM3) and Trust (PM1) were significant at the .01 level (p = .000).

Table 4.81
Regression coefficients to Explain Participatory Management Components and Organizational Commitment (OC)

Model Dependent Variable (OC0)	Regression coefficient B	Std. Error	t	Sig.
(Constant)	27.258	2.329	11.703	.000
PM14	0.272	.054	5.064	.000
PM3	0.222	.041	5.449	.000
PM1	-0.210	.041	-5.168	.000
PM10	0.107	.050	2.114	.035
PM8	0.119	.049	2.433	.015
PM12	0.100	.043	2.322	.020

$F = 93.59$ d.f.$= 6, 892$ $P-value = 0.000$ $R^2 = 0.39$ $R^2_{\text{Adj}} = 0.38$

Of the six factors, Identify common goal (PM14) had the most regression coefficient to Organizational commitment with a Beta of .272 (p = .000). This was followed by Team work (PM3) with a Beta of .222 (p = .000), Collaboration (PM8) with a Beta of .119 (p = .015), Transparency (PM10) with a Beta of .107 (p = .035) and Respect (PM12)

with a Beta of .100 (p = .020).Trust (PM1) however had a negative effect on organizational commitment with a Beta of - .210 (p = .00).

Based on these tests, there was a significant relationship between the participatory management components and organizational commitment. The six predictor models were supported, thus the null hypothesis for each model was rejected. The difference between R2 and R2Adj indicates that there are some unnecessary components in the model. If R2 and R2Adj are closer together, so the components have been selected well.

The general regression model was:

$$y_{OC0} = 27.25 + 0.27\, x_{PM14} + 0.22\, x_{PM3} - 0.21\, x_{PM1} + 0.10\, x_{PM10} + 0.11\, x_{PM8} + 0.10\, x_{PM12}$$

And, the regression models in seven districts were as follow:

$$y_{OC0\ I} = 25.86 + 0.35\, x_{PM11} + 0.28\, x_{PM13}$$

$$y_{OC0\ II} = 41.71 + 0.38\, x_{PM14} - 0.45\, x_{PM1} + 0.27\, x_{PM8} + 0.24\, x_{PM2}$$

$$y_{OC0\ III} = 36.87 + 0.47\, x_{PM9}$$

$$y_{OC0\ IV} = 28.67 + 0.25\, x_{PM3} + 0.33\, x_{PM14}$$

$$y_{OC0\ V} = 28.17 + 0.35\, x_{PM3} + 0.29\, x_{PM13} - 0.30\, x_{PM4} + 0.20\, x_{PM11}$$

$$y_{OC0\ VI} = 30.71 + 0.50\, x_{PM8} + 0.34\, x_{PM12} - 0.29\, x_{PM9}$$

$$y_{OC0\ VII} = 16.58 + 0.29\, x_{PM14} + 0.23\, x_{PM3} + 0.26\, x_{PM15}$$

4.4.2 Results Concerning Relationship between Participatory Management (PM) and Willing to Exert Effort (OC1)

Pearson correlation statistics was used to determine the relationship between the independent variable "participatory management" (PM) and the dependent variable Willing to exert effort (OC1). According to the results in Table 4.82, the general findings of the study concerning participatory management (PM0) and Willing to exert effort (OC1) were as follows:

1-There was a significant correlation between participatory management (PM0) and Willing to exert effort (OC1), r = 0.57.

2- There was a significant correlation between Trust (PM1) and, Willing to exert effort (OC1), r = 0.34.

3-There was a significant correlation between Decision making (PM2) and Willing to exert effort (OC1), r = 0.46.

4-There was a significant correlation between Team work (PM3) and Willing to exert effort (OC1), r = 0.50.

5-There was a significant correlation between Share power (PM4) and Willing to exert effort (OC1), r = 0.38.

6-There was a significant correlation between Motivation (PM5) and Willing to exert effort (OC1), r = 0.49.

7-There was a significant correlation between Communication (PM6) and Willing to exert effort (OC1) , r= 0.49.

8-There was a significant correlation between Involvement (PM7) and Willing to exert effort (OC1), r = 0.52.

9-There was a significant correlation between Collaboration (PM8) and Willing to exert effort (OC1), r = 0.51.

10-There was a significant correlation between Democracy (PM9) and Willing to exert effort (OC1), r = 0.49.

11-There was a significant correlation between Transparency (PM10) and Willing to exert effort (OC1), r = 0.56.

12-There was a significant correlation between Innovation (PM11) and Willing to exert effort (OC1), r = 0.51.

13-There was a significant correlation between Respect (PM12) and Willing to exert effort (OC1), r = 0.53.

14-There was a significant correlation between Problem solving (PM13) and Willing to exert effort (OC1), r = 0.53.

15-There was a significant correlation between Identify common goal (PM14) and Willing to exert effort (OC1), r = 0.56.

16-There was a significant correlation between Equalitarian (PM15) and Willing to exert effort (OC1) , r = 0.52.

Based on the results in Table 4.82, there were significant linear correlations among the fifteen components of participatory management and Willing to exert effort (OC1), $r = .57$. Also Identify common goal (PM14) and Transparency (PM10) had the strongest linear correlation ($r = .56$) with Willing to exert effort (OC1) rather than other component and Trust (PM1) had the poorest liner correlation ($r = .34$) with Willing to exert effort (OC1) This correlation was statistically significant at the .05 level (2-tailed).

Table 4.82 illustrates the overall results for Pearson correlation value of participatory management (PM) and Willing to exert effort (OC1) generally and separately in the seven districts in female government high schools in

Mashhad. Based on the results in Table 4.82, the general findings of the study were as follows:

1-There was a significant correlation between Participatory Management (PM0) and Willing to exert effort (OC1) in District I (r = 0.56).

2-There was a significant correlation between participatory management (PM0) and Willing to exert effort (OC1) in District II (r = 0.50).

3-There was a significant correlation between participatory management (PM0) and Willing to exert effort (OC1) in District III (r = 0.51).

4-There was a significant correlation between participatory management (PM0) and Willing to exert effort (OC1) in District IV (r = 0.49).

5-There was a significant correlation between participatory management (PM0) and Willing to exert effort (OC1) in District V (r = 0.66).

6-There was a significant correlation between participatory management (PM0) and Willing to exert effort (OC1) in District VI (r = 0.55).

7-There was a significant correlation between participatory management (PM0) and Willing to exert effort (OC1) in District VII (r = 0.71).

Table 4.82

General and Separately Linear Relation Between Participatory Management and Each of its Components With OC1

			PM0	PM1	PM2	PM3	PM4	PM5	PM6	PM7	PM8	PM9	PM10	PM11	PM12	PM13	PM14	PM15
Total	OC1	Pearson Correlation	0.57	0.34	0.46	0.50	0.38	0.49	0.49	0.52	0.51	0.49	0.56	0.51	0.53	0.53	0.56	0.52
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	900	899	899	899	900	900	900	900	899	899	899	899	899	899	900	900
Districts in Mashhad	I	Pearson Correlation	0.56	0.37	0.39	0.42	0.40	0.43	0.48	0.50	0.51	0.45	0.56	0.56	0.47	0.55	0.51	0.42
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	155	155	155	155	155	155	155	155	155	155	155	155	155	155	155	155
	II	Pearson Correlation	0.50	0.19	0.39	0.38	0.26	0.41	0.39	0.46	0.45	0.48	0.53	0.48	0.48	0.52	0.55	0.49
		Sig. (2-tailed)	0.000	0.019	0.000	0.000	0.001	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	153	152	152	152	153	153	153	153	153	153	153	153	153	153	153	153
	III	Pearson Correlation	0.51	0.29	0.45	0.38	0.40	0.42	0.46	0.57	0.45	0.51	0.49	0.48	0.43	0.48	0.50	0.52
		Sig. (2-tailed)	0.000	0.021	0.000	0.002	0.001	0.001	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	62	62	62	62	62	62	62	62	61	61	61	61	61	61	62	62
	IV	Pearson Correlation	0.49	0.23	0.42	0.50	0.31	0.42	0.39	0.40	0.37	0.31	0.45	0.40	0.46	0.43	0.50	0.47
		Sig. (2-tailed)	0.000	0.004	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	154	154	154	154	154	154	154	154	154	154	154	154	154	154	154	154
	V	Pearson Correlation	0.66	0.38	0.54	0.60	0.46	0.58	0.61	0.63	0.56	0.61	0.60	0.57	0.56	0.54	0.59	0.58
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	106	106	106	106	106	106	106	106	106	106	106	106	106	106	106	106
	VI	Pearson Correlation	0.55	0.40	0.44	0.54	0.28	0.52	0.45	0.51	0.53	0.43	0.56	0.44	0.59	0.47	0.50	0.51
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.003	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	112	112	112	112	112	112	112	112	112	112	112	112	112	112	112	112
	VII	Pearson Correlation	0.71	0.51	0.58	0.64	0.58	0.63	0.64	0.61	0.68	0.62	0.69	0.65	0.65	0.64	0.70	0.67
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	158	158	158	158	158	158	158	158	158	158	158	158	158	158	158	158

In addition to the significant Pearson correlation values indicated in Table 4.82, there were significant linear correlations among fifteen components of participatory management and Willing to exert effort (OC1) in female government high schools in seven districts in Mashhad. These correlations were statistically significant at the .05 level (2-tailed). The results in Table 4.82 show, District VII had the highest correlation (r =.71), followed by District V (r =.66). District IV had the lowest correlation (r =.49). All correlations were statistically significant at the .05 level (2-tailed).

Figure 4.52 shows the scatter plot of participatory management (PM) and Willing to exert effort (OC1). The scatter plot shows the pattern of distribution of scores regarding the relationship of participatory management and Willing to exert effort (OC1) and the Pearson correlation showed a statistically significant, positive correlations between the PM and OC1 scores (r = .57, p < .05). Thus, the null hypothesis was rejected and it was concluded that there is a positive correlation between PM and OC1.

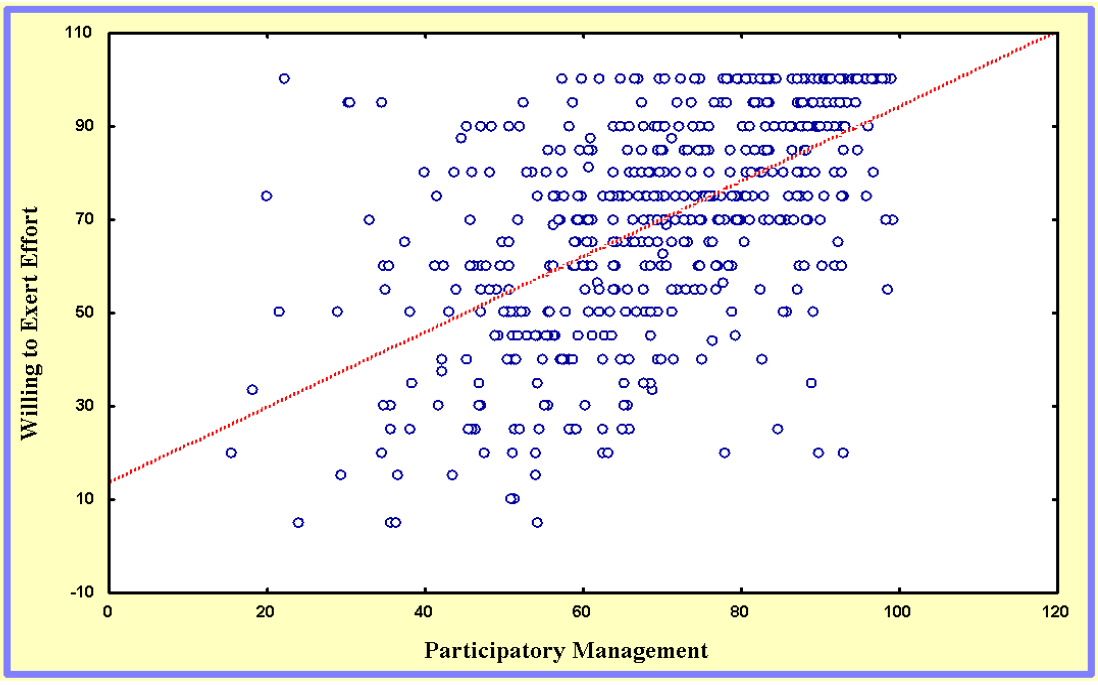

Figure 4.52. Scatter plot of participatory management (PM) and Willing to exert effort (OC1), r = 0.57.

In other words, there is a strong evidence to show that, from teachers' perspectives, when managers promote a higher level of participatory management (PM), then teachers tend to have a higher level of Willingness to exert effort; when managers have a lower level of PM, teachers tend to have a lower level of OC1.

Multiple Regression Analysis

Further analyses were made to examine which combination of the participatory management components was a better predictor of Willing to exert effort.

For this purpose, multiple regression analysis was used. Thus, both Pearson correlation and regression analysis were used to test the effects of the variables. Table 4.83 shows the results. Transparency (PM10), Identify common goal (PM14), Respect (PM12), Team work (PM3) and Trust (PM1) were significant at the .01 level (p = .000).

Table 4.83
Regression Coefficients to Explain Participatory Management (PM) Components and Willing to Exert Effort (OC1)

Model Dependent Variable (OC1)	Regression coefficient B	Std. Error	t	Sig.
(Constant)	14.791	2.933	5.044	.000
PM10	.242	.062	3.915	.000
PM14	.278	.064	4.341	.000
PM12	.236	.054	4.352	.000
PM3	.242	.050	4.874	.000
PM1	-.228	.051	-4.465	.000
$F = 109.39$	d.f.= 5 , 892	$P-value = .000$	$R^2 = 0.38$	$R^2_{\text{Adj}} = 0.38$

Of the five factors, Identify common goal (PM14) had the highest regression coefficient to Willing to exert effort (OC1) with a Beta of .272 (p = .000). This was followed by Team work (PM3) with a Beta of .242 (p = .000), Transparency (PM10) with a Beta of

.242 (p = .000) and Respect (PM12) with a Beta of .236 (p = .000). Trust (PM1) however had a negative effect on Willing to exert effort with a Beta of -.228 (p = .000).

Based on these tests, there was a significant relationship between the participatory management components and Willing to exert effort. The five predictor models were supported, thus the null hypothesis for each model was rejected.

The general regression model was:

$$y_{OC1} = 14.79 + 0.24\, x_{PM10} + 0.27\, x_{PM14} + 0.23\, x_{PM12} + 0.24\, x_{PM3} - 0.22\, x_{PM1}$$

And, the regression models in seven districts were as follow:

$$y_{OC1\text{-}I} = 25.86 + 0.35\, x_{PM11} + 0.28\, x_{PM13}$$

$$y_{OC1\text{-}II} = 41.71 + 0.38\, x_{PM14} - 0.45\, x_{PM1} + 0.27\, x_{PM8} + 0.24\, x_{PM2}$$

$$y_{OC1\text{-}III} = 36.87 + 0.47\, x_{PM9}$$

$$y_{OC1\text{-}IV} = 28.67 + 0.25\, x_{PM3} + 0.33\, x_{PM14}$$

$$y_{OC1\text{-}V} = 28.17 + 0.35\, x_{PM3} + 0.29\, x_{PM13} - 0.30\, x_{PM4} + 0.20\, x_{PM11}$$

$$y_{OC1\text{-}VI} = 30.71 + 0.50\, x_{PM8} + 0.34\, x_{PM12} - 0.29\, x_{PM9}$$

$$y_{OC1\text{-}VII} = 16.58 + 0.29\, x_{PM14} + 0.23\, x_{PM3} + 0.26\, x_{PM15}$$

4.4.3 Results Concerning Relationship between Participatory Management (PM) and Stabilizing (OC2)

Pearson correlation statistics was used to determine the relationship between the independent variable "participatory management" (PM) and the dependent variable Stabilizing (OC2). According to the results in Table 4.84, the general findings of the study concerning participatory management (PM0) and Stabilizing (OC2) were as follows:

1-There was a significant correlation between participatory management (PM0) and Stabilizing (OC2), r = 0.46.

2- There was a significant correlation between Trust (PM1) and, Stabilizing (OC2) , r = 0.28.

3-There was a significant correlation between Decision making (PM2) and Stabilizing (OC2), r = 0.41.

4-There was a significant correlation between Team work (PM3) and Stabilizing (OC2) , r = 0.42.

5-There was a significant correlation between Share power (PM4) and Stabilizing (OC2), r = 0.35.

6-There was a significant correlation between Motivation (PM5) and Stabilizing (OC2) , r = 0.41.

7-There was a significant correlation between Communication (PM6) and Stabilizing (OC2), r= 0.39.

8-There was a significant correlation between Involvement (PM7) and Stabilizing (OC2), r = 0.40.

9-There was a significant correlation between Collaboration (PM8) and Stabilizing (OC2), r = 0.42.

10-There was a significant correlation between Democracy (PM9) and Stabilizing (OC2), r = 0.39.

11-There was a significant correlation between Transparency (PM10) and Stabilizing (OC2), r = 0.42.

12-There was a significant correlation between Innovation (PM11) and Stabilizing (OC2), r = 0.41.

13-There was a significant correlation between Respect (PM12) and Stabilizing (OC2) , r = 0.40.

14-There was a significant correlation between Problem solving (PM13) and Stabilizing (OC2), r = 0.46.

15-There was a significant correlation between Identify common goal (PM14) and Stabilizing (OC2), r = 0.45.

16-There was a significant correlation between Equalitarian (PM15) and Stabilizing (OC2), r = 0.40.

Based on the results in Table 4.84, there were significant linear correlations among the fifteen components of participatory management and Stabilizing (OC2) r = .46. Also Problem solving (PM13) had the strongest linear correlation (r = .46) with Stabilizing (OC2) rather than other component and Trust (PM1) had the poorest linear correlation (r = .34) with Stabilizing (OC2). This correlation was statistically significant at the .05 level (2-tailed).

Table 4.84 illustrates the overall results for Pearson correlation value of participatory management (PM) and Stabilizing (OC2) generally and separately in the seven districts in female government high schools in Mashhad.

Table 4.84

General and Separately Linear Relation Between Participatory Management and Each of its Components With OC2

			PM0	PM1	PM2	PM3	PM4	PM5	PM6	PM7	PM8	PM9	PM10	PM11	PM12	PM13	PM14	PM15
Total	OC2	Pearson Correlation	0.46	0.28	0.41	0.42	0.35	0.41	0.39	0.40	0.42	0.39	0.42	0.41	0.40	0.46	0.45	0.40
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	903	902	902	902	903	903	903	903	902	902	902	902	902	902	903	901
Districts in Mashhad	I	Pearson Correlation	0.44	0.29	0.32	0.35	0.39	0.34	0.34	0.37	0.42	0.36	0.42	0.41	0.35	0.44	0.39	0.37
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	156	156	156	156	156	156	156	156	156	156	156	156	156	156	156	155
	II	Pearson Correlation	0.44	0.20	0.42	0.38	0.33	0.42	0.39	0.34	0.46	0.43	0.46	0.43	0.37	0.47	0.47	0.38
		Sig. (2-tailed)	0.000	0.014	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	153	152	152	152	153	153	153	153	153	153	153	153	153	153	153	153
	III	Pearson Correlation	0.44	0.37	0.46	0.44	0.44	0.41	0.29	0.40	0.34	0.46	0.35	0.35	0.36	0.43	0.32	0.38
		Sig. (2-tailed)	0.000	0.003	0.000	0.000	0.000	0.001	0.022	0.001	0.007	0.000	0.006	0.006	0.004	0.001	0.010	0.002
		n	62	62	62	62	62	62	62	62	61	61	61	61	61	61	62	62
	IV	Pearson Correlation	0.32	0.10	0.26	0.36	0.20	0.32	0.29	0.28	0.24	0.19	0.28	0.27	0.32	0.36	0.33	0.22
		Sig. (2-tailed)	0.000	0.239	0.001	0.000	0.011	0.000	0.000	0.000	0.002	0.016	0.000	0.001	0.000	0.000	0.000	0.005
		n	154	154	154	154	154	154	154	154	154	154	154	154	154	154	154	154
	V	Pearson Correlation	0.60	0.37	0.54	0.62	0.41	0.51	0.54	0.54	0.55	0.48	0.45	0.54	0.47	0.57	0.59	0.53
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	107	107	107	107	107	107	107	107	107	107	107	107	107	107	107	106
	VI	Pearson Correlation	0.45	0.29	0.45	0.40	0.27	0.44	0.39	0.44	0.40	0.35	0.45	0.37	0.42	0.41	0.39	0.39
		Sig. (2-tailed)	0.000	0.002	0.000	0.000	0.004	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	113	113	113	113	113	113	113	113	113	113	113	113	113	113	113	113
	VII	Pearson Correlation	0.54	0.40	0.47	0.46	0.43	0.46	0.45	0.46	0.49	0.50	0.49	0.49	0.50	0.51	0.53	0.51
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	158	158	158	158	158	158	158	158	158	158	158	158	158	158	158	158

Based on the results in Table 4.84, the general findings of the study were as follows:

1-There was a significant correlation between participatory management (PM0) and Stabilizing (OC2) in District I (r = 0.44).

2-There was a significant correlation between participatory management (PM0) and Stabilizing (OC2) in District II (r = 0.44).

3-There was a significant correlation between participatory management (PM0) and Stabilizing (OC2) in District III (r = 0.44).

4-There was a significant correlation between participatory management (PM0) and Stabilizing (OC2) in District IV (r = 0.32).

5-There was a significant correlation between participatory management (PM0) and Stabilizing (OC2) in District V (r = 0.60).

6-There was a significant correlation between participatory management (PM0) and Stabilizing (OC2) in District VI (r = 0.45).

7-There was a significant correlation between participatory management (PM0) and Stabilizing (OC2) in District VII (r = 0.45).

In addition to the significant Pearson correlation values indicated in Table 4.84, there were significant liner correlations among fifteen components of participatory management and Stabilizing (OC2) in female government high schools in seven districts in Mashhad. These correlations were statistically significant at the .05 level (2-tailed). The results in Table 4.84 show, District V had the highest correlation (r =.60), followed by District VII (r =.54). District IV had the lowest correlation (*r* =.32). All correlations were statistically significant at the .05 level (2-tailed).

Figure 4.53 shows the scatter plot of participatory management (PM) and Stabilizing. The scatter plot shows the pattern of distribution of scores regarding the relationship of participatory management and Stabilizing and the Pearson correlation

showed a statistically significant, positive correlations between the PM and OC2 scores (r = .46, p < .05). Thus, the null hypothesis was rejected and it was concluded that there is a positive correlation between PM and OC2.

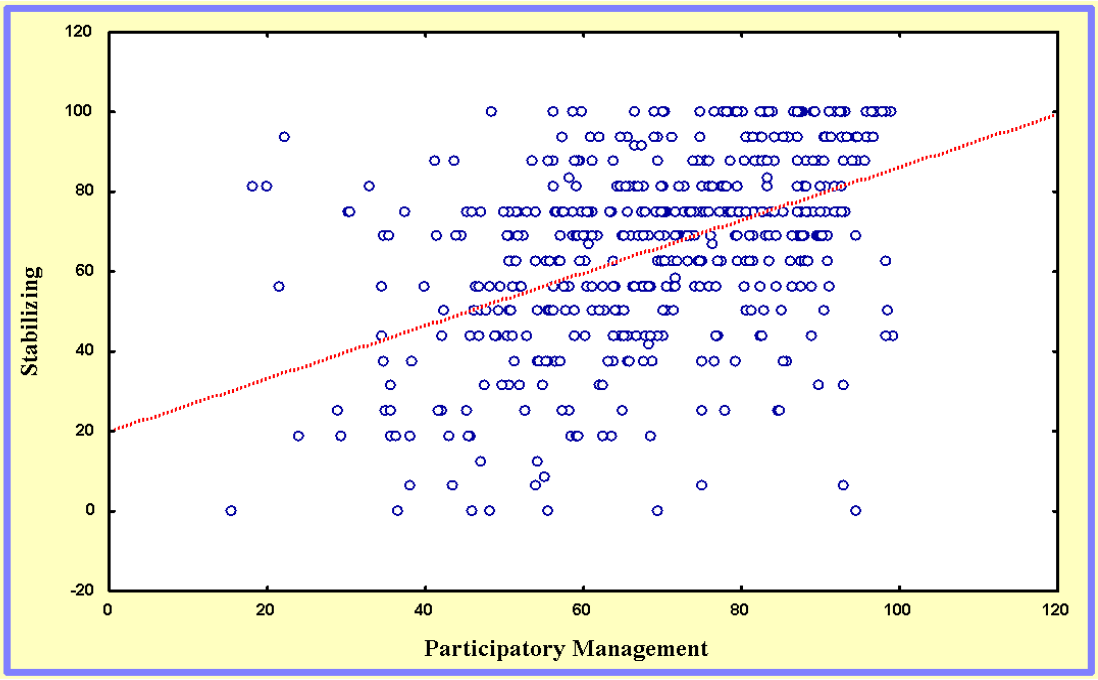

Figure 4.53. Scatter plot of participatory management (PM) and Stabilizing (OC2), r = 0.57.

In other words, there is a strong evidence to show that, from teachers' perspectives, when managers promote a higher level of participatory management (PM), then teachers tend to have a higher level of Stabilizing (OC2), while as managers with a lower level of PM, teachers tend to have a lower level of OC2.

Multiple Regression Analysis

Further analyses were made to examine which combination of the participatory management components was a better predictor of Stabilizing (OC2). For this reason, the multiple regression analysis was used. Thus, both Pearson correlation and regression analysis were used to test the effects of the variables.

Table 4.85 shows the results. Identify common goal (PM14) and was significant at the .05 level (p = .005) and Motivation (PM5) was significant at the .05 level (p = .012). Problem solving (PM13), Team work (PM3) and Trust (PM1) were significant at the .01 level (p = .000).

Table 4.85
Regression Coefficients to Explain Participatory Management Components and Stabilizing (OC2)

Model Dependent Variable (OC2)	Regression coefficient B	Std. Error	t	Sig.
(Constant)	24.036	3.169	7.585	.000
PM13	0.254	.061	4.156	.000
PM3	0.221	.056	3.925	.000
PM14	0.200	.071	2.808	.005
PM1	-0.229	.060	-3.846	.000
PM5	0.184	.073	2.530	.012

$F = 60.27$ d.f.= 5 , 893 $P-value = 0.000$ $R^2 = 0.25$ $R^2_{Adj} = 0.25$

Of the five factors, Problem solving (PM13) had the highest regression coefficient to Stabilizing (OC2) with a Beta of .254 (p = .000).This was followed by Team work (PM3) with a Beta of .221 (p = .000), Identify common goal (PM14) with a Beta of 0.200 (p = 0.005) and Motivation (PM5) with a Beta of .184 (p = .012). Trust (PM1) however had a negative effect on Stabilizing (OC2) with a Beta of -.229 (p = 0.00).

Based on these tests, there was a significant relationship between the participatory management components and Stabilizing (OC2). The five predictor models were supported, thus the null hypothesis for each model was rejected.

The general regression model was:

$$y_{OC2} = 24.03 + 0.25\, x_{PM13} + 0.22\, x_{PM3} + 0.20\, x_{PM14} - 0.22\, x_{PM1} + 0.18\, x_{PM5}$$

And, the regression models in seven districts were as follow:

$$y_{OC2\text{-}I} = 25.38 + 0.59\, x_{PM13}$$

$$y_{OC2\text{-}II} = 22.39 + 0.34\, x_{PM13} + 0.29\, x_{PM10}$$

$$y_{OC2\text{-}III} = 35.54 + 0.47\, x_{PM9}$$

$$y_{OC2\text{-}IV} = 41.00 + 0.36\, x_{PM3} + 0.31\, x_{PM13} - 0.28\, x_{PM1}$$

$$y_{OC2\text{-}V} = 14.46 + 0.65\, x_{PM3} + 0.43\, x_{PM13} - 0.33\, x_{PM1}$$

$$y_{OC2\text{-}VI} = 28.63 + 0.30\, x_{PM10} + 0.27\, x_{PM2}$$

$$y_{OC2\text{-}VII} = 18.82 + 0.66\, x_{PM14}$$

4.4.4 Results Concerning Relationship between Participatory Management (PM) and Loyalty and Allegiance (OC3)

Pearson correlation statistics was used to determine the relationship between the independent variable "participatory management" (PM) and the dependent variable Loyalty and allegiance (OC3). According to the results in Table 4.86, the general findings of the study concerning participatory management (PM0) and Loyalty and allegiance (OC3) were as follows:

1-There was a significant correlation between participatory management (PM0) and Loyalty and allegiance (OC3), r = 0.53.

2- There was a significant correlation between Trust (PM1) and, Loyalty and allegiance (OC3), r = 0.30.

3-There was a significant correlation between Decision making (PM2) and Loyalty and allegiance (OC3), r = 0.45.

4-There was a significant correlation between Team work (PM3) and Loyalty and allegiance (OC3), r = 0.48.

5-There was a significant correlation between Share power (PM4) and Loyalty and allegiance (OC3), r = 0.36.

6-There was a significant correlation between Motivation (PM5) and Loyalty and allegiance (OC3), r = 0.44.

7-There was a significant correlation between Communication (PM6) and Loyalty and allegiance (OC3), r= 0.46.

8-There was a significant correlation between Involvement (PM7) and Loyalty and allegiance (OC3), r = 0.48.

9-There was a significant correlation between Collaboration (PM8) and Loyalty and allegiance (OC3), r = 0.49.

10-There was a significant correlation between Democracy (PM9) and Loyalty and allegiance (OC3), r = 0.46.

11-There was a significant correlation between Transparency (PM10) and Loyalty and allegiance (OC3), r = 0.49.

12-There was a significant correlation between Innovation (PM11) and Loyalty and allegiance (OC3), r = 0.49.

13-There was a significant correlation between Respect (PM12) and Loyalty and allegiance (OC3), r = 0.47.

14-There was a significant correlation between Problem solving (PM13) and Loyalty and allegiance (OC3), r = 0.49.

15-There was a significant correlation between Identify common goal (PM14) and Loyalty and allegiance (OC3), r = 0.52.

16-There was a significant correlation between Equalitarian (PM15) and Loyalty and allegiance (OC3), r = 0.48.

Based on the results in Table 4.86, there were significant liner correlations among the fifteen components of participatory management and Loyalty and allegiance (OC3) ,r =0.53. Also Identify common goal (PM14) had the strongest linear correlation (r =0.52) with Loyalty and allegiance (OC3) rather than other component and Trust (PM1) had the poorest liner correlation (r =0.30) with Loyalty and allegiance (OC3). This correlation was statistically significant at the 0.05 level (2-tailed).

Table 4.86 illustrates the overall results for Pearson correlation value of participatory management (PM) and Loyalty and allegiance (OC3) generally and separately in the seven districts in female government high schools in Mashhad.

Table 4.86

General and Separately Linear Relation Between Participatory Management and Each of its Components With OC3

			PM0	PM1	PM2	PM3	PM4	PM5	PM6	PM7	PM8	PM9	PM10	PM11	PM12	PM13	PM14	PM15
Total	OC3	Pearson Correlation	0.53	0.30	0.45	0.48	0.36	0.44	0.46	0.48	0.49	0.46	0.49	0.49	0.47	0.49	0.52	0.48
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	903	902	902	902	903	903	903	903	902	902	902	902	902	902	903	901
Districts in Mashhad	I	Pearson Correlation	0.46	0.30	0.32	0.39	0.34	0.35	0.35	0.41	0.42	0.39	0.46	0.49	0.41	0.37	0.42	0.40
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	156	156	156	156	156	156	156	156	156	156	156	156	156	156	156	155
	II	Pearson Correlation	0.53	0.23	0.53	0.51	0.39	0.42	0.47	0.47	0.57	0.51	0.54	0.53	0.43	0.52	0.60	0.51
		Sig. (2-tailed)	0.000	0.005	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	153	152	152	152	153	153	153	153	153	153	153	153	153	153	153	153
	III	Pearson Correlation	0.49	0.47	0.44	0.47	0.40	0.47	0.38	0.41	0.45	0.54	0.39	0.40	0.34	0.49	0.42	0.47
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.001	0.000	0.003	0.001	0.000	0.000	0.002	0.001	0.007	0.000	0.001	0.000
		n	62	62	62	62	62	62	62	62	61	61	61	61	61	61	62	62
	IV	Pearson Correlation	0.48	0.25	0.42	0.47	0.29	0.41	0.44	0.39	0.41	0.36	0.43	0.41	0.44	0.48	0.45	0.40
		Sig. (2-tailed)	0.000	0.002	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	154	154	154	154	154	154	154	154	154	154	154	154	154	154	154	154
	V	Pearson Correlation	0.54	0.35	0.48	0.52	0.29	0.42	0.49	0.51	0.46	0.50	0.46	0.48	0.46	0.53	0.54	0.45
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.003	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	107	107	107	107	107	107	107	107	107	107	107	107	107	107	107	106
	VI	Pearson Correlation	0.46	0.21	0.42	0.40	0.24	0.42	0.39	0.48	0.45	0.35	0.40	0.44	0.45	0.41	0.40	0.40
		Sig. (2-tailed)	0.000	0.026	0.000	0.000	0.011	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	113	113	113	113	113	113	113	113	113	113	113	113	113	113	113	113
	VII	Pearson Correlation	0.67	0.41	0.52	0.60	0.52	0.59	0.64	0.60	0.60	0.58	0.63	0.60	0.63	0.62	0.66	0.64
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	158	158	158	158	158	158	158	158	158	158	158	158	158	158	158	158

Based on the results in Table 4.86, the general findings of the study were as follows:

1-There was a significant correlation between participatory management (PM0) and Loyalty and allegiance (OC3) in District I (r = 0.46).

2-There was a significant correlation between participatory management (PM0) and Loyalty and allegiance (OC3) in District II (r = 0.53).

3-There was a significant correlation between participatory management (PM0) and Loyalty and allegiance (OC3) in District III (r = 0.49).

4-There was a significant correlation between participatory management (PM0) and Loyalty and allegiance (OC3) in District IV (r = 0.48).

5-There was a significant correlation between participatory management (PM0) and Loyalty and allegiance (OC3) in District V (r = 0.54).

6-There was a significant correlation between participatory management (PM0) and Loyalty and allegiance (OC3) in District VI (r = 0.46).

7-There was a significant correlation between participatory management (PM0) and Loyalty and allegiance (OC3) in District VII (r = 0.67).

In addition to the significant Pearson correlation values indicated in Table 4.86, there were significant liner correlations among fifteen components of participatory management and Loyalty and allegiance (OC3) in female government high schools in seven districts in Mashhad. These correlations were statistically significant at the 0.05 level (2-tailed). The results in Table 4.86 show, District VII had the highest correlation (r =0.67), followed by District V (r =0.54). District I and District VI had the lowest correlation (r =0.46). All correlations were statistically significant at the 0.05 level (2-tailed).

Figure 4.54 shows the scatter plot of participatory management (PM) and Loyalty and allegiance. The scatter plot shows the pattern of distribution of scores regarding the relationship of participatory management and Loyalty and allegiance and the Pearson

correlation showed a statistically significant, positive correlations between the PM and OC3 scores ($r = 0.53$, $p < 0.05$). Thus, the null hypothesis was rejected and it was concluded that there is a positive correlation between PM and OC3.

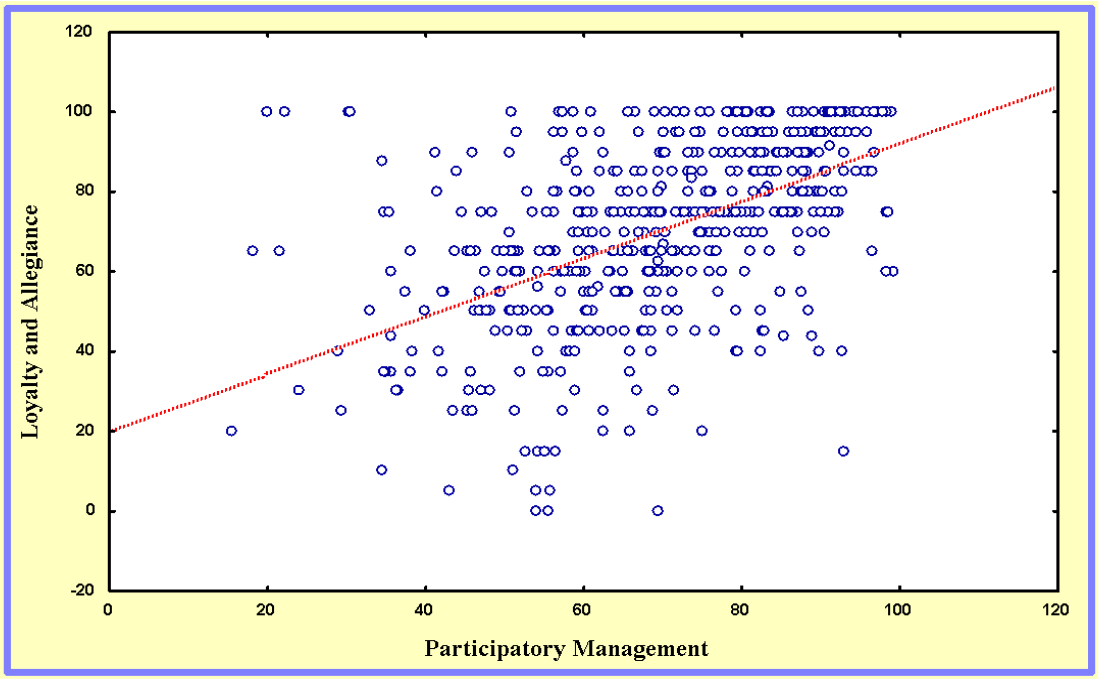

Figure 4.54. Scatter plot of participatory management (PM) and Loyalty and allegiance (OC3) , r = 0.53.

In other words, there is a strong evidence to show that, from teachers' perspectives, when managers promote a higher level of participatory management (PM), then teachers tend to have a higher level of Loyalty and allegiance (OC3), while as managers with a lower level of PM, teachers tend to have a lower level of OC3.

Multiple Regression Analysis

Further analyses were made to examine which combination of the participatory management components was a better predictor of Loyalty and allegiance (OC3).For this reason, the multiple regression analysis was used. Thus, both Pearson correlation and regression analysis were used to test the effects of the variables.

Table 4.87 shows the results. Respect (PM12) was significant at the 0.05 level (p = 0.003) and Innovation (PM11) was significant at the 0.05 level (p = 0.028). Identify common goal (PM14), Team work (PM3) and Trust (PM1) were significant at the 0.01 level (p = 0.000).

Table 4.87
Regression Coefficients to Explain Participatory Management Components and Loyalty and Allegiance (OC3)

Model Dependent Variable (OC3)	Regression coefficient B	Std. Error	*t*	Sig.
(Constant)	24.707	3.038	8.132	.000
PM14	0.334	.062	5.398	.000
PM3	0.305	.050	6.093	.000
PM1	-0.278	.052	-5.371	.000
PM12	0.165	.056	2.942	.003
PM11	0.123	.056	2.206	.028

$F = 87.25$ d.f.= 5 , 893 $P-value = 0.000$ $R^2 = 0.33$ $R^2_{\text{Adj}} = 0.32$

Of the five factors, Identify common goal (PM14) had the most regression coefficient to Loyalty and allegiance (OC3) with a Beta of 0.334 (p = 0.000).This was followed by Team work (PM3) with a Beta of 0.305 (p = 0.000), Respect (PM12) with a Beta of 0.165 (p = 0.003) and Innovation (PM11) with a Beta of 0.123 (p = 0.028). Trust (PM1) however had a negative effect on Loyalty and allegiance (OC3) with a Beta of -0.278 (p = 0.00).

Based on these tests, there was a significant relationship between the participatory management components and Loyalty and allegiance (OC3). The five predictor models were supported, thus the null hypothesis for each model was rejected.

The general regression model was:

$$y_{OC3} = 24.70 + 0.33\ x_{PM14} + 0.30\ x_{PM3} - 0.27\ x_{PM1} + 0.16\ x_{PM12} + 0.12\ x_{PM11}$$

And, the regression models in seven districts were as follow:

$$y_{OC3\text{-}I} = 26.95 + 0.61\ x_{PM11}$$

$$y_{OC3\text{-}II} = 34.97 + 0.42\ x_{PM14} - 0.54\ x_{PM1} + 0.42\ x_{PM2} + 0.25\ x_{PM8}$$

$$y_{OC3\text{-}III} = 37.50 + 0.47\ x_{PM9}$$

$$y_{OC3\text{-}IV} = 23.37 + 0.38\ x_{PM13} + 0.30\ x_{PM3}$$

$$y_{OC3\text{-}V} = 22.57 + 0.37\ x_{PM14} + 0.31\ x_{PM3}$$

$$y_{OC3\text{-}VI} = 34.98 + 0.53\ x_{PM7}$$

$$y_{OC3\text{-}VII} = 12.25 + 0.45\ x_{PM14} + 0.47\ x_{PM6} - 0.39\ x_{PM1} + 0.26\ x_{PM11}$$

4.4.5 Results Concerning Relationship between Participatory Management (PM) and Maintaining Membership (OC4)

Pearson correlation statistics was used to determine the relationship between the independent variable "participatory management" (PM) and the dependent variable Maintaining membership (OC4). According to the results in Table 4.88, the general findings of the study concerning participatory management (PM0) and Maintaining membership (OC4) were as follows:

1-There was a significant correlation between participatory management (PM0) and Maintaining membership (OC4), r = 0.48.

2- There was a significant correlation between Trust (PM1) and, Maintaining membership (OC4), r = 0.24.

3-There was a significant correlation between Decision making (PM2) and Maintaining membership (OC4) , r = 0.43.

4-There was a significant correlation between Team work (PM3) and Maintaining membership (OC4), r = 0.44.

5-There was a significant correlation between Share power (PM4) and Maintaining membership (OC4), r = 0.33.

6-There was a significant correlation between Motivation (PM5) and Maintaining membership (OC4), r = 0.38.

7-There was a significant correlation between Communication (PM6) and Maintaining membership (OC4), r= 0.41.

8-There was a significant correlation between Involvement (PM7) and Maintaining membership (OC4), r = 0.43.

9-There was a significant correlation between Collaboration (PM8) and Maintaining membership (OC4), r = 0.46.

10-There was a significant correlation between Democracy (PM9) and Maintaining membership (OC4), r = 0.40.

11-There was a significant correlation between Transparency (PM10) and Maintaining membership (OC4), r = 0.48.

12-There was a significant correlation between Innovation (PM11) and Maintaining membership (OC4), r = 0.45.

13-There was a significant correlation between Respect (PM12) and Maintaining membership (OC4), r = 0.40.

14-There was a significant correlation between Problem solving (PM13) and Maintaining membership (OC4), r = 0.44.

15-There was a significant correlation between Identify common goal (PM14) and Maintaining membership (OC4), r = 0.47.

16-There was a significant correlation between Equalitarian (PM15) and Maintaining membership (OC4), r = 0.43.

Based on the results in Table 4.88, there were significant liner correlations among the fifteen components of participatory management and Maintaining membership (OC4), r =0.48. Also Transparency (PM10) had the strongest linear correlation (r =0.48) with Maintaining membership (OC4) rather than other component and Trust (PM1) had the poorest liner correlation (r =0.24) with Maintaining membership (OC4). This correlation was statistically significant at the 0.05 level (2-tailed).

Table 4.88 illustrates the overall results for Pearson correlation value of participatory management (PM) and Maintaining membership (OC4) generally and separately in the seven districts in female government high schools in Mashhad.

Table 4.88

General and Separately Linear Relation Between Participatory Management and Each of Its Components With OC4

			PM0	PM1	PM2	PM3	PM4	PM5	PM6	PM7	PM8	PM9	PM10	PM11	PM12	PM13	PM14	PM15
Total	OC4	Pearson Correlation	0.48	0.24	0.43	0.44	0.33	0.38	0.41	0.43	0.46	0.40	0.48	0.45	0.40	0.44	0.47	0.43
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	903	902	902	902	903	903	903	903	902	902	902	902	902	902	903	901
Districts in Mashhad	I	Pearson Correlation	0.46	0.29	0.38	0.40	0.39	0.31	0.39	0.43	0.44	0.40	0.46	0.44	0.37	0.43	0.36	0.34
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	156	156	156	156	156	156	156	156	156	156	156	156	156	156	156	155
	II	Pearson Correlation	0.49	0.17	0.43	0.43	0.33	0.36	0.39	0.43	0.52	0.43	0.51	0.52	0.41	0.49	0.55	0.46
		Sig. (2-tailed)	0.000	0.040	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	153	152	152	152	153	153	153	153	153	153	153	153	153	153	153	153
	III	Pearson Correlation	0.36	0.15	0.32	0.28	0.25	0.30	0.27	0.39	0.23	0.36	0.33	0.40	0.30	0.36	0.34	0.40
		Sig. (2-tailed)	0.004	0.236	0.012	0.029	0.052	0.019	0.037	0.002	0.070	0.005	0.010	0.002	0.018	0.005	0.007	0.001
		n	62	62	62	62	62	62	62	62	61	61	61	61	61	61	62	62
	IV	Pearson Correlation	0.44	0.17	0.39	0.44	0.28	0.36	0.38	0.34	0.38	0.31	0.44	0.36	0.39	0.41	0.45	0.35
		Sig. (2-tailed)	0.000	0.030	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	154	154	154	154	154	154	154	154	154	154	154	154	154	154	154	154
	V	Pearson Correlation	0.49	0.26	0.43	0.49	0.26	0.40	0.44	0.43	0.42	0.39	0.45	0.45	0.37	0.47	0.50	0.45
		Sig. (2-tailed)	0.000	0.006	0.000	0.000	0.008	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	107	107	107	107	107	107	107	107	107	107	107	107	107	107	107	106
	VI	Pearson Correlation	0.44	0.19	0.44	0.40	0.24	0.40	0.39	0.41	0.48	0.34	0.47	0.40	0.36	0.33	0.42	0.38
		Sig. (2-tailed)	0.000	0.045	0.000	0.000	0.012	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	113	113	113	113	113	113	113	113	113	113	113	113	113	113	113	113
	VII	Pearson Correlation	0.61	0.41	0.54	0.54	0.47	0.50	0.55	0.54	0.58	0.55	0.57	0.54	0.55	0.55	0.61	0.58
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	158	158	158	158	158	158	158	158	158	158	158	158	158	158	158	158

Based on the results in Table 4.88, the general findings of the study were as follows:

1-There was a significant correlation between participatory management (PM0) and Maintaining membership (OC4) in District I (r = 0.46).

2-There was a significant correlation between participatory management (PM0) and Maintaining membership (OC4) in District II (r = 0.49).

3-There was a significant correlation between participatory management (PM0) and Maintaining membership (OC4) in District III (r = 0.36).

4-There was a significant correlation between participatory management (PM0) and Maintaining membership (OC4) in District IV (r = 0.44).

5-There was a significant correlation between participatory management (PM0) and Maintaining membership (OC4) in District V (r = 0.49).

6-There was a significant correlation between participatory management (PM0) and Maintaining membership (OC4) in District VI (r = 0.44).

7-There was a significant correlation between participatory management (PM0) and Maintaining membership (OC4) in District VII (r = 0.61).

In addition to the significant Pearson correlation values indicated in Table 4.88, there were significant liner correlations among fifteen components of participatory management and Maintaining membership (OC4) in female government high schools in seven districts in Mashhad. These correlations were statistically significant at the 0.05 level (2-tailed). The results in Table 4.88 show, District VII had the highest correlation (r =0.61). District III had the lowest correlation (r =0.36). All correlations were statistically significant at the 0.05 level (2-tailed).

Figure 4.55 shows the scatter plot of participatory management (PM) and Maintaining membership. The scatter plot shows the pattern of distribution of scores regarding the relationship of participatory management and Maintaining membership and the Pearson correlation showed a statistically significant, positive correlations between the

PM and OC4 scores ($r = 0.48$, $p < 0.05$). Thus, the null hypothesis was rejected and it was concluded that there is a positive correlation between PM and OC4.

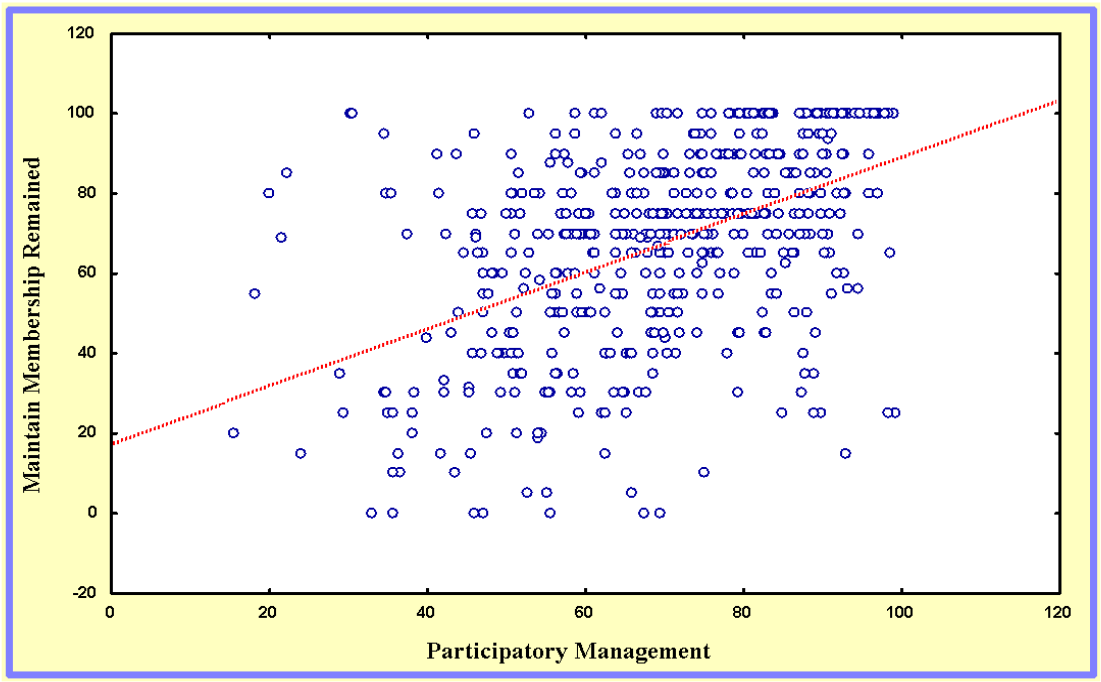

Figure 4.55. Scatter plot of participatory management (PM) and Maintaining membership (OC4), r = 0.48.

In other words, there is a strong evidence to show that, from teachers' perspectives, when managers promote a higher level of participatory management (PM), then teachers tend to have a higher level of Maintaining membership (OC4), while as managers with a lower level of PM, teachers tend to have a lower level of OC4.

Multiple Regression Analysis

Further analyses were made to examine which combination of the participatory management components was a better predictor of Maintaining membership (OC4).For this reason, the multiple regression analysis was used. Thus, both Pearson correlation and regression analysis were used to test the effects of the variables.

Table 4.89 shows the results. Transparency (PM10), Identify common goal (PM14), Trust (PM1), Decision making (PM2) and Team work (PM3) were significant at the 0.01 level (p = 0.000).

Table 4.89
Regression Coefficients to Explain Participatory Management Components and Maintaining Membership (OC4)

Model Dependent Variable (OC4)	Regression coefficient B	Std. Error	*t*	Sig.
(Constant)	25.778	3.200	8.057	.000
PM10	0.273	.066	4.131	.000
PM14	0.299	.071	4.190	.000
PM1	-0.409	.061	-6.757	.000
PM2	0.233	.062	3.759	.000
PM3	0.223	.061	3.637	.000

$F = 75.03$ d.f.$= 5, 893$ $P-value = 0.000$ $R^2 = 0.30$ $R^2_{\text{Adj}} = 0.29$

Of the five factors, Identify common goal (PM14) had the most regression coefficient to Maintaining membership (OC4) with a Beta of 0.299 (p = 0.000).This was followed by Transparency (PM10) with a Beta of 0.273 (p = 0.000), Decision making (PM2) with a Beta of 0.165 (p = 0.233) and Team work (PM3) with a Beta of 0.223 (p = 0.003). Trust (PM1) however had a negative effect on Maintaining membership (OC4) with a Beta of 0.409 (p = 0.00).

Based on these tests, there was a significant relationship between the Participatory Management components and Maintaining membership (OC4). The five predictor models were supported, thus the null hypothesis for each model was rejected.

The general regression model was:

$$y_{OC4} = 25.77 + 0.27\ x_{PM10} + 0.29\ x_{PM14} - 0.40\ x_{PM1} + 0.23\ x_{PM2} + 0.22\ x_{PM3}$$

And, the regression models in seven districts were as follow:

$$y_{OC4\text{-}I} = 19.75 + 0.66\ x_{PM10}$$

$$y_{OC4\text{-}II} = 35.45 + 0.47\ x_{PM14} - 0.57\ x_{PM1} + 0.33\ x_{PM8} + 0.29\ x_{PM2}$$

$$y_{OC4\text{-}III} = 41.32 + 0.42\ x_{PM15}$$

$$y_{OC4\text{-}IV} = 21.82 + 0.58\ x_{PM14} + 0.41\ x_{PM3} - 0.34_{PM1}$$

$$y_{OC4\text{-}V} = 21.95 + 0.63\ x_{PM14}$$

$$y_{OC4\text{-}VI} = 27.70 + 0.60\ x_{PM8}$$

$$y_{OC4\text{-}VII} = 12.91 + 0.56\ x_{PM14} + 0.25\ x_{PM2}$$

4.4.6 Results Concerning Relationship between Participatory Management (PM) and Attachment (OC5)

Pearson correlation statistics was used to determine the relationship between the independent variable "participatory management" (PM) and the dependent variable Attachment (OC5). According to the results in Table 4.90, the general findings of the study concerning participatory management (PM0) and Attachment (OC5) were as follows:

1-There was a significant correlation between participatory management (PM0) and Attachment (OC5), r = 0.44.

2- There was a significant correlation between Trust (PM1) and, Attachment (OC5), r = 0.23.

3-There was a significant correlation between Decision making (PM2) and Attachment (OC5), r = 0.38.

4-There was a significant correlation between Team work (PM3) and Attachment (OC5), r = 0.40.

5-There was a significant correlation between Share power (PM4) and Attachment (OC5), r = 0.29.

6-There was a significant correlation between Motivation (PM5) and Attachment (OC5), r = 0.35.

7-There was a significant correlation between Communication (PM6) and Attachment (OC5), r= 0.37.

8-There was a significant correlation between Involvement (PM7) and Attachment (OC5), r = 0.40.

9-There was a significant correlation between Collaboration (PM8) and Attachment (OC5), r = 0.41.

10-There was a significant correlation between Democracy (PM9) and Attachment (OC5), r = 0.36.

11-There was a significant correlation between Transparency (PM10) and Attachment (OC5), r = 0.43.

12-There was a significant correlation between Innovation (PM11) and Attachment (OC5), r = 0.39.

13-There was a significant correlation between Respect (PM12) and Attachment (OC5), r = 0.38.

14-There was a significant correlation between Problem solving (PM13) and Attachment (OC5), r = 0.40.

15-There was a significant correlation between Identify common goal (PM14) and, Attachment (OC5), r = 0.46.

16-There was a significant correlation between Equalitarian (PM15) and Attachment (OC5), r = 0.40.

Based on the results in Table 4.90, there were significant liner correlations among the fifteen components of participatory management and Attachment (OC5), r =0.44. Also Identify common goal (PM14) had the strongest linear correlation (r =0.46) with Attachment (OC5) rather than other component and Trust (PM1) had the poorest liner correlation (r =0.23) with Attachment (OC5). This correlation was statistically significant at the 0.05 level (2-tailed).

Table 4.90 illustrates the overall results for Pearson correlation value of participatory management (PM) and Attachment (OC5) generally and separately in the seven districts in female government high schools in Mashhad.

Based on the results in Table 4.90, the general findings of the study were as follows:

1-There was a significant correlation between participatory management (PM0) and Attachment (OC5) in District I (r = 0.45).

2-There was a significant correlation between participatory management (PM0) and Attachment (OC5) in District II (r = 0.45).

3-There was a significant correlation between participatory management (PM0) and Attachment (OC5) in District III (r = 0.44).

4-There was a significant correlation between participatory management (PM0) and Attachment (OC5) in District IV (r = 0.24).

5-There was a significant correlation between participatory management (PM0) and Attachment (OC5) in District V (r = 0.50).

6-There was a significant correlation between participatory management (PM0) and Attachment (OC5) in District VI (r = 0.32).

7-There was a significant correlation between participatory management (PM0) and Attachment (OC5) in District VII (r = 0.56).

Table 4.90

General and Separately Linear Relation Bbetween Participatory Management and Each of Its Components With OC5

			PM0	PM1	PM2	PM3	PM4	PM5	PM6	PM7	PM8	PM9	PM10	PM11	PM12	PM13	PM14	PM15
Total	OC5	Pearson Correlation	0.44	0.23	0.38	0.40	0.29	0.35	0.37	0.40	0.41	0.36	0.43	0.39	0.38	0.40	0.46	0.40
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	903	902	902	902	903	903	903	903	902	902	902	902	902	902	903	901
Districts in Mashhad	I	Pearson Correlation	0.45	0.25	0.37	0.40	0.40	0.30	0.36	0.41	0.42	0.34	0.45	0.43	0.33	0.43	0.39	0.37
		Sig. (2-tailed)	0.000	0.002	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	156	156	156	156	156	156	156	156	156	156	156	156	156	156	156	155
	II	Pearson Correlation	0.45	0.25	0.37	0.40	0.40	0.30	0.36	0.41	0.42	0.34	0.45	0.43	0.33	0.43	0.39	0.37
		Sig. (2-tailed)	0.000	0.002	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	156	156	156	156	156	156	156	156	156	156	156	156	156	156	156	155
	III	Pearson Correlation	0.44	0.22	0.37	0.39	0.30	0.40	0.39	0.50	0.29	0.43	0.39	0.42	0.38	0.44	0.45	0.44
		Sig. (2-tailed)	0.000	0.090	0.003	0.002	0.018	0.001	0.002	0.000	0.026	0.001	0.002	0.001	0.003	0.000	0.000	0.000
		n	62	62	62	62	62	62	62	62	61	61	61	61	61	61	62	62
	IV	Pearson Correlation	0.24	0.10	0.19	0.25	0.09	0.18	0.20	0.21	0.22	0.19	0.24	0.20	0.29	0.22	0.26	0.19
		Sig. (2-tailed)	0.002	0.212	0.017	0.002	0.278	0.026	0.015	0.009	0.007	0.019	0.003	0.012	0.000	0.006	0.001	0.019
		n	154	154	154	154	154	154	154	154	154	154	154	154	154	154	154	154
	V	Pearson Correlation	0.50	0.31	0.47	0.54	0.25	0.40	0.45	0.45	0.44	0.39	0.46	0.43	0.38	0.45	0.52	0.42
		Sig. (2-tailed)	0.000	0.001	0.000	0.000	0.010	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	107	107	107	107	107	107	107	107	107	107	107	107	107	107	107	106
	VI	Pearson Correlation	0.32	0.21	0.29	0.37	0.10	0.33	0.23	0.33	0.33	0.18	0.37	0.26	0.34	0.27	0.31	0.22
		Sig. (2-tailed)	0.000	0.022	0.002	0.000	0.275	0.000	0.012	0.000	0.000	0.058	0.000	0.005	0.000	0.004	0.001	0.017
		n	113	113	113	113	113	113	113	113	113	113	113	113	113	113	113	113
	VII	Pearson Correlation	0.56	0.35	0.50	0.50	0.45	0.47	0.51	0.50	0.52	0.51	0.52	0.47	0.51	0.50	0.59	0.56
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	158	158	158	158	158	158	158	158	158	158	158	158	158	158	158	158

In addition to the significant Pearson correlation values indicated in Table 4.90, there were significant liner correlations among fifteen components of Participatory Management and Attachment (OC5) in female government high schools in seven districts in Mashhad. These correlations were statistically significant at the 0.05 level (2-tailed). The results in Table 4.90 show, District VII had the highest correlation (r =0.56). District VI had the lowest correlation (r =0.24). All correlations were statistically significant at the 0.05 level (2-tailed).

Figure 4.56 shows the scatter plot of participatory management (PM) and Attachment (OC5). The scatter plot shows the pattern of distribution of scores regarding the relationship of participatory management and Attachment and the Pearson correlation showed a statistically significant, positive correlations between the PM and OC5 scores ($r = 0.44$, $p < 0.05$). Thus, the null hypothesis was rejected and it was concluded that there is a positive correlation between PM and OC5.

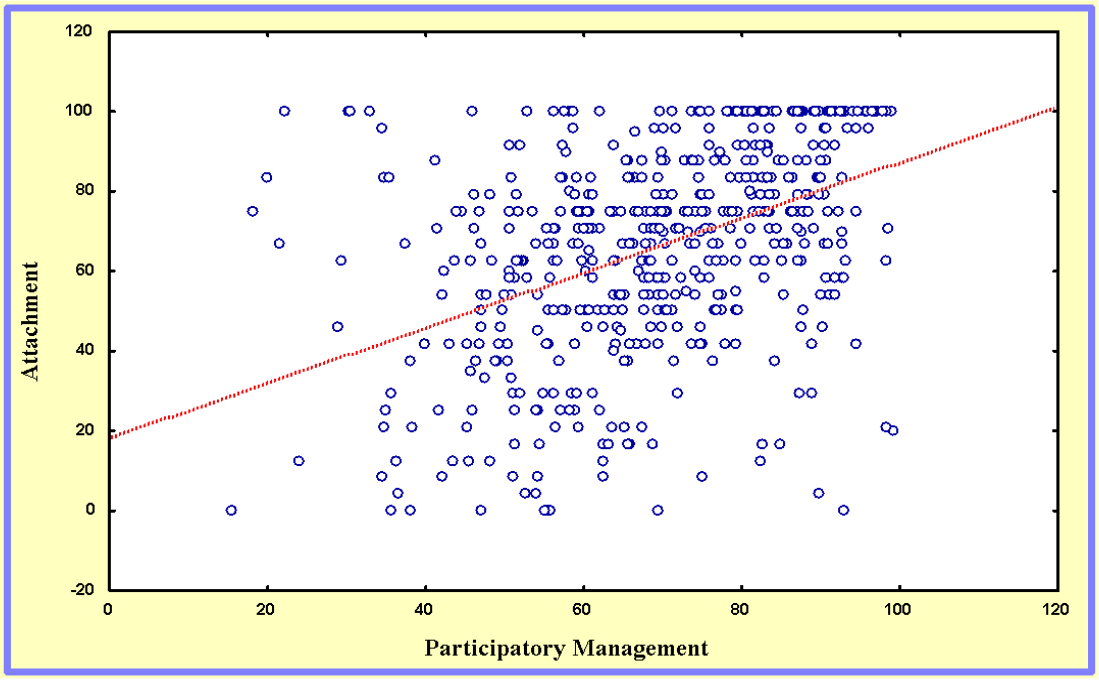

Figure 4.56. Scatter plot of participatory management (PM) and Attachment (OC5) , r = 0.53.

In other words, there is a strong evidence to show that, from teachers' perspectives, when managers promote a higher level of participatory management (PM), then teachers tend to have a higher level of Attachment (OC5), while as managers with a lower level of PM, teachers tend to have a lower level of OC4.

Multiple Regression Analysis

Further analyses were made to examine which combination of the participatory management components was a better predictor of Attachment (OC5).For this reason, the multiple regression analysis was used. Thus, both Pearson correlation and regression analysis were used to test the effects of the variables.

Table 4.91 shows the results. Transparency (PM10) was significant at the 0.05 level (p = 0.021) and Decision making (PM2) was significant at the 0.05 level (p = 0.031). Identify common goal (PM14), Team work (PM3) and Trust (PM1) were significant at the 0.01 level (p = 0.000).

Table 4.91
Regression Coefficients to Explain Participatory Management Components and Attachment (OC5)

Model Dependent Variable (OC5)	Regression coefficient B	Std. Error	*t*	Sig.
(Constant)	24.614	3.453	7.129	.000
PM14	0.450	.077	5.850	.000
PM3	0.238	.066	3.592	.000
PM1	-0.382	.065	-5.834	.000
PM10	0.165	.071	2.306	.021
PM2	0.144	.067	2.156	.031

$F = 61.73$ d.f.= 5 , 893 $P-value = 0.000$ $R^2 = 0.26$ $R^2_{\text{Adj}} = 0.25$

Of the five factors, Identify common goal (PM14) had the most regression coefficient to Attachment (OC5) with a Beta of 0.450 (p = 0.000).This was followed by Team work (PM3) with a Beta of 0.238 (p = 0.000), Transparency (PM10) with a Beta of 0.165 (p = 0.021) and Decision making (PM2) with a Beta of 0.144 (p = 0.031).Trust (PM1) had a negative effect on Attachment (OC5) with a Beta of -0.382 (p = 0.00).

Based on these tests, there was a significant relationship between the participatory management components and Attachment (OC5). The five predictor models were supported, thus the null hypothesis for each model was rejected.

The general regression model was:

$$y_{OC5} = 24.61 + 0.45\, x_{PM14} + 0.23\, x_{PM3} - 0.38\, x_{PM1} + 0.16\, x_{PM10} + 0.14\, x_{PM2}$$

And, the regression models in seven districts were as follow:

$$y_{OC5\text{-}I} = 12.04 + 0.50\, x_{PM10} + 0.32\, x_{PM14}$$

$$y_{OC5\text{-}II} = 30.35 + 0.61\, x_{PM14} - 0.64\, x_{PM1} + 0.33\, x_{PM8} + 0.28\, x_{PM2}$$

$$y_{OC5\text{-}III} = 24.48 + 0.61\, x_{PM7}$$

$$y_{OC5\text{-}IV} = 33.24 + 0.41\, x_{PM12}$$

$$y_{OC5\text{-}V} = 18.64 + 0.55\, x_{PM14} + 0.56\, x_{PM3} - 0.43\, x_{PM1}$$

$$y_{OC5\text{-}VI} = 36.23 + 0.57\, x_{PM10} - 0.52\, x_{PM9} + 0.38\, x_{PM12}$$

$$y_{OC5\text{-}VII} = 11.40 + 0.78\, x_{PM14}$$

4.4.7 Results Concerning Relationship between Participatory Management (PM) and Feeling of Obligation to the Organization (OC6)

Pearson correlation statistics was used to determine the relationship between the independent variable "participatory management" (PM) and the dependent variable Feeling of obligation to the organization (OC6). According to the results in Table 4.92, the general findings of the study concerning participatory management (PM0) and Feeling of obligation to the organization (OC6) were as follows:

1-There was a significant correlation between participatory management (PM0) and Feeling of obligation to the organization (OC6), r = 0.48.

2- There was a significant correlation between Trust (PM1) and, Feeling of obligation to the organization (OC6), r = 0.29.

3-There was a significant correlation between Decision making (PM2) and Feeling of obligation to the organization (OC6), r = 0.38.

4-There was a significant correlation between Team work (PM3) and Feeling of obligation to the organization (OC6), r = 0.42.

5-There was a significant correlation between Share power (PM4) and Feeling of obligation to the organization (OC6), r = 0.31.

6-There was a significant correlation between Motivation (PM5) and Feeling of obligation to the organization (OC6), r = 0.41.

7-There was a significant correlation between Communication (PM6) and Feeling of obligation to the organization (OC6), r= 0.40.

8-There was a significant correlation between Involvement (PM7) and Feeling of obligation to the organization (OC6), r = 0.46.

9-There was a significant correlation between Collaboration (PM8) and Feeling of obligation to the organization (OC6), r = 0.47.

10-There was a significant correlation between Democracy (PM9) and Feeling of obligation to the organization (OC6), r = 0.42.

11-There was a significant correlation between Transparency (PM10) and Feeling of obligation to the organization (OC6), r = 0.46.

12-There was a significant correlation between Innovation (PM11) and Feeling of obligation to the organization (OC6), r = 0.44.

13-There was a significant correlation between Respect (PM12) and Feeling of obligation to the organization (OC6), r = 0.42.

14-There was a significant correlation between Problem solving (PM13) and Feeling of obligation to the organization (OC6), r = 0.44.

15-There was a significant correlation between Identify common goal (PM14) and Feeling of obligation to the organization (OC6), r = 0.47.

16-There was a significant correlation between Equalitarian (PM15) and Feeling of obligation to the organization (OC6), r = 0.44.

Based on the results in Table 4.92, there were significant liner correlations among the fifteen components of participatory management and Feeling of obligation to the organization (OC6), r =0.48. Also Collaboration (PM8) and Identify common goal (PM14) had the strongest linear correlation (r =0.47) with Feeling of obligation to the organization (OC6) rather than other component and Trust (PM1) had the poorest liner correlation (r =0.29) with Feeling of obligation to the organization (OC6). This correlation was statistically significant at the 0.05 level (2-tailed).

Table 4.92 illustrates the overall results for Pearson correlation value of participatory management (PM) and Feeling of obligation to the organization (OC6)

generally and separately in the seven districts in female government high schools in Mashhad.

Based on the results in Table 4.92, the general findings of the study were as follows:

1-There was a significant correlation between participatory management (PM0) and Feeling of obligation to the organization (OC6) in District I (r = 0.51).

2-There was a significant correlation between participatory management (PM0) and Feeling of obligation to the organization (OC6) in District II (r = 0.41).

3-There was a significant correlation between participatory management (PM0) and Feeling of obligation to the organization (OC6) in District III (r = 0.46).

4-There was a significant correlation between participatory management (PM0) and Feeling of obligation to the organization (OC6) in District IV (r = 0.34).

5-There was a significant correlation between participatory management (PM0) and Feeling of obligation to the organization (OC6) in District V (r = 0.48).

6-There was a significant correlation between participatory management (PM0) and Feeling of obligation to the organization (OC6) in District VI (r = 0.46).

7-There was a significant correlation between participatory management (PM0) and Feeling of obligation to the organization (OC6) in District VII (r = 0.66).

In addition to the significant Pearson correlation values indicated in Table 4.92, there were significant liner correlations among fifteen components of participatory management and Feeling of obligation to the organization (OC6) in female government high schools in seven districts in Mashhad. These correlations were statistically significant at the 0.05 level (2-tailed). The results in Table 4.92 show, District VII had the highest correlation (r =0.66). District IV had the lowest correlation (r =0.34). All correlations were statistically significant at the 0.05 level (2-tailed).

Table 4.92

General and Separately Linear Relation Between Participatory Mmanagement and Each of Its Components With OC6

			PM0	PM1	PM2	PM3	PM4	PM5	PM6	PM7	PM8	PM9	PM10	PM11	PM12	PM13	PM14	PM15
Total	OC6	Pearson Correlation	0.48	0.29	0.38	0.42	0.31	0.41	0.40	0.46	0.47	0.42	0.46	0.44	0.42	0.44	0.47	0.44
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	903	902	902	902	903	903	903	903	902	902	902	902	902	902	903	901
Districts in Mashhad	I	Pearson Correlation	0.51	0.32	0.34	0.43	0.42	0.38	0.39	0.50	0.48	0.44	0.50	0.49	0.40	0.45	0.44	0.42
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	156	156	156	156	156	156	156	156	156	156	156	156	156	156	156	155
	II	Pearson Correlation	0.41	0.12	0.36	0.35	0.26	0.35	0.33	0.43	0.53	0.41	0.43	0.44	0.38	0.40	0.47	0.42
		Sig. (2-tailed)	0.000	0.148	0.000	0.000	0.001	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	153	152	152	152	153	153	153	153	153	153	153	153	153	153	153	153
	III	Pearson Correlation	0.46	0.25	0.38	0.37	0.32	0.44	0.42	0.47	0.41	0.50	0.40	0.43	0.41	0.43	0.45	0.47
		Sig. (2-tailed)	0.000	0.052	0.002	0.003	0.012	0.000	0.001	0.000	0.001	0.000	0.001	0.001	0.001	0.001	0.000	0.000
		n	62	62	62	62	62	62	62	62	61	61	61	61	61	61	62	62
	IV	Pearson Correlation	0.34	0.17	0.24	0.29	0.17	0.29	0.31	0.32	0.29	0.28	0.30	0.30	0.27	0.31	0.34	0.30
		Sig. (2-tailed)	0.000	0.032	0.002	0.000	0.031	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.001	0.000	0.000	0.000
		n	154	154	154	154	154	154	154	154	154	154	154	154	154	154	154	154
	V	Pearson Correlation	0.48	0.32	0.44	0.50	0.28	0.44	0.41	0.42	0.38	0.41	0.39	0.47	0.40	0.41	0.43	0.42
		Sig. (2-tailed)	0.000	0.001	0.000	0.000	0.003	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	107	107	107	107	107	107	107	107	107	107	107	107	107	107	107	106
	VI	Pearson Correlation	0.46	0.36	0.38	0.42	0.17	0.40	0.34	0.48	0.50	0.34	0.50	0.40	0.45	0.40	0.47	0.39
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.073	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	113	113	113	113	113	113	113	113	113	113	113	113	113	113	113	113
	VII	Pearson Correlation	0.66	0.45	0.53	0.59	0.52	0.59	0.60	0.60	0.63	0.60	0.61	0.57	0.61	0.62	0.64	0.63
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	158	158	158	158	158	158	158	158	158	158	158	158	158	158	158	158

Figure 4.57 shows the scatter plot of participatory management (PM) and Feeling of obligation to the organization (OC6). The scatter plot shows the pattern of distribution of scores regarding the relationship of participatory management and Feeling of obligation to the organization and the Pearson correlation showed a statistically significant, positive correlations between the PM and OC6 scores ($r = 0.48$, $p < 0.05$). Thus, the null hypothesis was rejected and it was concluded that there is a positive correlation between PM and OC6.

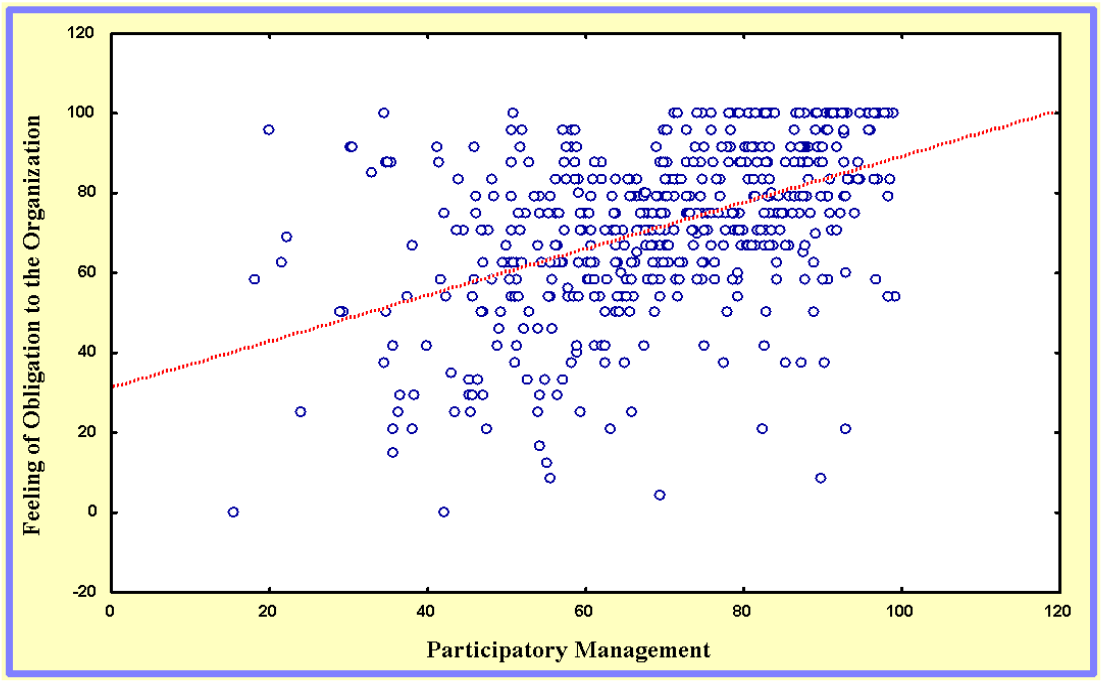

Figure 4.57. Scatter plot of participatory management (PM) and Feeling of obligation to the organization (OC6) , r = 0.48.

In other words, there is a strong evidence to show that, from teachers' perspectives, when managers promote a higher level of participatory management (PM), then teachers tend to have a higher level of Feeling of obligation to the organization (OC6), while as managers with a lower level of PM, teachers tend to have a lower level of OC6.

Multiple Regression Analysis

Further analyses were made to examine which combination of the participatory management components was a better predictor of Feeling of obligation to the organization (OC6).For this reason, the multiple regression analysis was used. Thus, both Pearson correlation and regression analysis were used to test the effects of the variables.

Table 4.93 shows the results. Identify common goal (PM14) was significant at the 0.05 level (p = 0.000), Collaboration (PM8) was significant at the 0.05 level (p = 0.001), Involvement (PM7) was significant at the 0.05 level (p = 0.057), Team work (PM3) was significant at the 0.05 level (p = 0.006) , Respect (PM12) was significant at the 0.05 level (p = 0.024) and Trust (PM1) were significant at the 0.01 level (p = 0.000).

Table 4.93
Regression Coefficients to Explain Participatory Management Components and Feeling of Obligation to the Organization (OC6)

Model Dependent Variable (OC6)	Regression coefficient B	Std. Error	*t*	Sig.
(Constant)	32.640	2.730	11.958	.000
PM14	0.199	.060	3.342	.001
PM8	0.160	.061	2.632	.009
PM7	0.124	.065	1.907	.057
PM1	-0.182	.048	-3.791	.000
PM3	0.136	.049	2.776	.006
PM12	0.111	.049	2.255	.024

$F = 54.46$ d.f.= 6 , 892 $P-value = 0.000$ $R^2 = 0.27$ $R^2_{\text{Adj}} = 0.26$

Of the six factors, Identify common goal (PM14) had the most regression coefficient to Feeling of obligation to the organization (OC6) with a Beta of 0.199 (p = 0.001).This was followed by Collaboration (PM8) with a Beta of 0.160 (p = 0.009), Team work (PM3) with a Beta of 0.136 (p = 0.006), Involvement (PM7) with a Beta of 0.124 (p = 0.057) and

Respect (PM12) with a Beta of 0.111 (p = 0.024) . Trust (PM1) however had a negative effect on Feeling of obligation to the organization (OC6) with a Beta of -0.182 (p = 0.00).

Based on these tests, there was a significant relationship between the Participatory Management components and Feeling of obligation to the organization (OC6). The six predictor models were supported, thus the null hypothesis for each model was rejected. The general regression model was:

$$y_{OC6} = 32.64 + 0.19\, x_{PM14} + 0.16\, x_{PM8} + 0.12\, x_{PM7} - 0.18\, x_{PM1} + 0.13\, x_{PM3} + 0.11\, x_{PM12}$$

And, the regression models in seven districts were as follow:

$$y_{OC6\text{-}I} = 26.43 + 0.46\, x_{PM10} + 0.56\, x_{PM7} - 0.37\, x_{PM6}$$

$$y_{OC6\text{-}II} = 51.93 + 0.64\, x_{PM8} - 0.34\, x_{PM1}$$

$$y_{OC6\text{-}III} = 44.27 + 0.39\, x_{PM9}$$

$$y_{OC6\text{-}IV} = 39.94 + 0.43\, x_{PM14}$$

$$y_{OC6\text{-}V} = 36.98 + 0.46\, x_{PM11}$$

$$y_{OC6\text{-}VI} = 35.97 + 0.43\, x_{PM10} - 0.39\, x_{PM4} + 0.38\, x_{PM7}$$

$$y_{OC6\text{-}VII} = 23.12 + 0.38\, x_{PM14} + 0.32\, x_{PM8}$$

4.4.8 Results Concerning Relationship between Participatory Management (PM) and Identification and Internalization Value (OC7)

Pearson correlation statistics was used to determine the relationship between the independent variable "participatory management" (PM) and the dependent variable Identification and internalization value (OC7). According to the results in Table 4.94, the general findings of the study concerning participatory management (PM0) and Identification and internalization value (OC7) were as follows:

1-There was a significant correlation between participatory management (PM0) and Identification and internalization value (OC7), r = 0.48.

2- There was a significant correlation between Trust (PM1) and, Identification and internalization value (OC7), r = 0.32.

3-There was a significant correlation between Decision making (PM2) and Identification and internalization value (OC7), r = 0.42.

4-There was a significant correlation between Team work (PM3) and Identification and internalization value (OC7), r = 0.46.

5-There was a significant correlation between Share power (PM4) and Identification and internalization value (OC7), r = 0.29.

6-There was a significant correlation between Motivation (PM5) and Identification and internalization value (OC7), r = 0.40.

7-There was a significant correlation between Communication (PM6) and Identification and internalization value (OC7), r= 0.40.

8-There was a significant correlation between Involvement (PM7) and Identification and internalization value (OC7), r = 0.47.

9-There was a significant correlation between Collaboration (PM8) and Identification and internalization value (OC7), r = 0.49.

10-There was a significant correlation between Democracy (PM9) and Identification and internalization value (OC7), r = 0.41.

11-There was a significant correlation between Transparency (PM10) and Identification and internalization value (OC7), r = 0.44.

12-There was a significant correlation between Innovation (PM11) and Identification and internalization value (OC7), r = 0.46.

13-There was a significant correlation between Respect (PM12) and Identification and internalization value (OC7), r = 0.40.

14-There was a significant correlation between Problem solving (PM13) and Identification and internalization value (OC7), r = 0.43.

15-There was a significant correlation between Identify common goal (PM14) and Identification and internalization value (OC7), r = 0.49.

16-There was a significant correlation between Equalitarian (PM15) and Identification and internalization value (OC7), r = 0.44.

Based on the results in Table 4.94, there were significant liner correlations among the fifteen components of participatory management and Identification and internalization value (OC7), r =0.48. Also Collaboration (PM8) and Identify common goal (PM14) had the strongest linear correlation (r =0.49) with Identification and internalization value (OC7) rather than other component and Trust (PM1) had the poorest liner correlation (r =0.32) with Identification and internalization value (OC7). This correlation was statistically significant at the 0.05 level (2-tailed).

Table 4.94 illustrates the overall results for Pearson correlation value of participatory management (PM) and Identification and internalization value (OC7) generally and separately in the seven districts in female government high schools in Mashhad.

Based on the results in Table 4.94, the general findings of the study were as follows:

1-There was a significant correlation between participatory management (PM0) and Identification and internalization value (OC7) in District I (r = 0.47).

2-There was a significant correlation between participatory management (PM0) and Identification and internalization value (OC7) in District II (r = 0.38).

3-There was a significant correlation between participatory management (PM0) and Identification and internalization value (OC7) in District III (r = 0.57).

4-There was a significant correlation between participatory management (PM0) and Identification and internalization value (OC7) in District IV (r = 0.48).

5-There was a significant correlation between participatory management (PM0) and Identification and internalization value (OC7) in District V (r = 0.36).

6-There was a significant correlation between participatory management (PM0) and Identification and internalization value (OC7) in District VI (r = 0.49).

7-There was a significant correlation between participatory management (PM0) and Identification and internalization value (OC7) in District VII (r = 0.66).

In addition to the significant Pearson correlation values indicated in Table 4.94, there were significant liner correlations among fifteen components of participatory management and Identification and internalization value (OC7) in female government high schools in seven districts in Mashhad. These correlations were statistically significant at the 0.05 level (2-tailed). The results in Table 4.94 show, District VII had the highest correlation (r =0.66). District V had the lowest correlation (r =0.36). All correlations were statistically significant at the 0.05 level (2-tailed).

Table 4.94

General and Separately Linear Relation Between Participatory Management and Each of Its Components With OC7

			PM0	PM1	PM2	PM3	PM4	PM5	PM6	PM7	PM8	PM9	PM10	PM11	PM12	PM13	PM14	PM15
Total	OC7	Pearson Correlation	0.48	0.32	0.42	0.46	0.29	0.40	0.40	0.47	0.49	0.41	0.44	0.46	0.40	0.43	0.49	0.44
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		N	903	902	902	902	903	903	903	903	902	902	902	902	902	902	903	901
Districts in Mashhad	I	Pearson Correlation	0.47	0.36	0.39	0.39	0.36	0.36	0.36	0.43	0.47	0.40	0.40	0.46	0.38	0.43	0.42	0.39
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		N	156	156	156	156	156	156	156	156	156	156	156	156	156	156	156	155
	II	Pearson Correlation	0.38	0.14	0.37	0.39	0.21	0.30	0.29	0.39	0.46	0.33	0.38	0.42	0.30	0.36	0.47	0.40
		Sig. (2-tailed)	0.000	0.091	0.000	0.000	0.008	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		N	153	152	152	152	153	153	153	153	153	153	153	153	153	153	153	153
	III	Pearson Correlation	0.57	0.40	0.45	0.46	0.37	0.54	0.47	0.55	0.49	0.56	0.52	0.61	0.48	0.55	0.65	0.57
		Sig. (2-tailed)	0.000	0.001	0.000	0.000	0.003	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		N	62	62	62	62	62	62	62	62	61	61	61	61	61	61	62	62
	IV	Pearson Correlation	0.48	0.30	0.39	0.48	0.24	0.39	0.46	0.45	0.46	0.42	0.44	0.38	0.37	0.41	0.48	0.39
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.003	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		N	154	154	154	154	154	154	154	154	154	154	154	154	154	154	154	154
	V	Pearson Correlation	0.36	0.29	0.34	0.44	0.10	0.27	0.30	0.32	0.31	0.33	0.29	0.35	0.26	0.31	0.38	0.28
		Sig. (2-tailed)	0.000	0.002	0.000	0.000	0.295	0.005	0.002	0.001	0.001	0.001	0.002	0.000	0.007	0.001	0.000	0.003
		N	107	107	107	107	107	107	107	107	107	107	107	107	107	107	107	106
	VI	Pearson Correlation	0.49	0.34	0.44	0.47	0.24	0.40	0.34	0.55	0.57	0.33	0.46	0.48	0.44	0.41	0.47	0.44
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.010	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		N	113	113	113	113	113	113	113	113	113	113	113	113	113	113	113	113
	VII	Pearson Correlation	0.66	0.47	0.56	0.59	0.50	0.59	0.58	0.61	0.61	0.60	0.59	0.61	0.58	0.58	0.63	0.61
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		N	158	158	158	158	158	158	158	158	158	158	158	158	158	158	158	158

Figure 4.58 shows the scatter plot of participatory management (PM) and Identification and internalization value (OC7). The scatter plot shows the pattern of distribution of scores regarding the relationship of participatory management and Identification and internalization value and the Pearson correlation showed a statistically significant, positive correlations between the PM and OC7 scores ($r = 0.48$, $p < 0.05$). Thus, the null hypothesis was rejected and it was concluded that there is a positive correlation between PM and OC7.

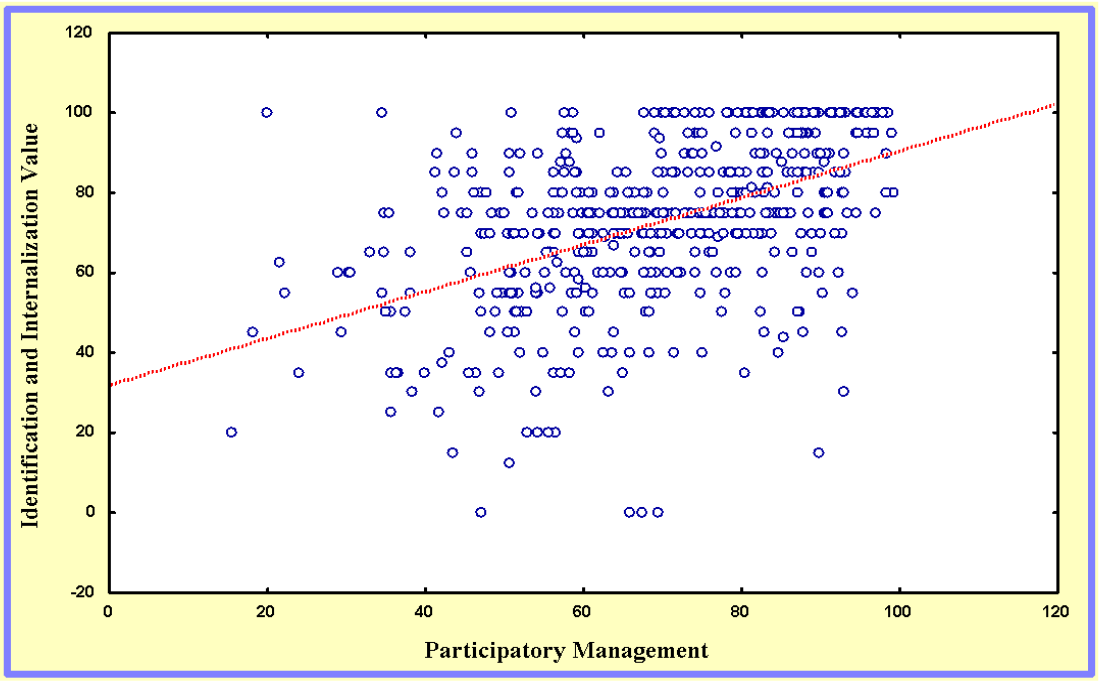

Figure 4.58. Scatter plot of participatory management (PM) and Identification and internalization value (OC7), r = 0.48.

In other words, there is a strong evidence to show that, from teachers' perspectives, when managers promote a higher level of participatory management (PM), then teachers tend to have a higher level of Identification and internalization value (OC7), while as managers with a lower level of PM, teachers tend to have a lower level of OC7.

Multiple Regression Analysis

Further analyses were made to examine which combination of the participatory management components was a better predictor of Identification and internalization value (OC7).For this reason, the multiple regression analysis was used. Thus, both Pearson correlation and regression analysis were used to test the effects of the variables.

Table 4.95 shows the results. Identify common goal (PM14), Team work (PM3), Share power (PM4) and Collaboration (PM8) were significant at the 0.01 level (p = 0.000).

Table 4.95
Regression Coefficients to Explain Participatory Management Components and Identification and Internalization Value (OC7)

Model Dependent Variable (OC7)	Regression coefficient B	Std. Error	*t*	Sig.
(Constant)	32.838	2.458	13.360	.000
PM14	0.287	.054	5.327	.000
PM3	0.277	.049	5.603	.000
PM4	-0.238	.053	-4.478	.000
PM8	0.205	.054	3.801	.000

$F = 92.37$ d.f.= 4 , 894 $P-value = 0.000$ $R^2 = 0.29$ $R^2_{\text{Adj}} = 0.29$

Of the four factors, Identify common goal (PM14) had the most regression coefficient to Identification and internalization value (OC7) with a Beta of 0.287 (p = 0.000).This was followed by Team work (PM3) and Collaboration (PM8) with a Beta of 0.205 (p = 0.000). Share power (PM4) however had a negative effect on Identification and internalization value (OC7) with a Beta of -0.238 (p = 0.00).

Based on these tests, there was a significant relationship between the participatory management components and Identification and internalization value (OC7). The four predictor models were supported, thus the null hypothesis for each model was rejected.

The general regression model was:

$$y_{OC7} = 32.83 + 0.28\ x_{PM14} + 0.27\ x_{PM3} - 0.23\ x_{PM4} + 0.20\ x_{PM8}$$

And, the regression models in seven districts were as follow:

$$y_{OC7\text{-}I} = 32.22 + 0.31\ x_{PM8} + 0.26\ x_{PM11}$$

$$y_{OC7\text{-}II} = 46.26 + 0.29\ x_{PM14} - 0.41\ x_{PM1} + 0.29\ x_{PM8} + 0.25\ x_{PM3}$$

$$y_{OC7\text{-}III} = 31.87 + 0.61\ x_{PM14}$$

$$y_{OC7\text{-}IV} = 29.95 + 0.27\ x_{PM14} + 0.40\ x_{PM3} - 0.37\ x_{PM4} + 0.23\ x_{PM9}$$

$$y_{OC7\text{-}V} = 45.80 + 0.45\ x_{PM3} - 0.55\ x_{PM4} + 0.36\ x_{PM9}$$

$$y_{OC7\text{-}VI} = 29.94 + 0.58\ x_{PM8} - 0.28\ x_{PM9} + 0.62\ x_{PM} - 0.33\ x_{PM6}$$

$$y_{OC7\text{-}VII} = 31.44 + 0.38\ x_{PM14} + 0.25\ x_{PM11}$$

4.4.9 Results Concerning Relationship between Participatory Management (PM) and Identification and acceptance goal (OC8)

Pearson correlation statistics was used to determine the relationship between the independent variable "participatory management" (PM) and the dependent variable Identification and acceptance goal (OC8). According to the results in Table 4.96, the general findings of the study concerning participatory management (PM0) and Identification and acceptance goal (OC8) were as follows:

1-There was a significant correlation between participatory management (PM0) and Identification and acceptance goal (OC8), r = 0.48.

2- There was a significant correlation between Trust (PM1) and, Identification and acceptance goal (OC8), r = 0.32.

3-There was a significant correlation between Decision making (PM2) and Identification and acceptance goal (OC8), r = 0.41.

4-There was a significant correlation between Team work (PM3) and Identification and acceptance goal (OC8), r = 0.44.

5-There was a significant correlation between Share power (PM4) and Identification and acceptance goal (OC8), r = 0.30.

6-There was a significant correlation between Motivation (PM5) and Identification and acceptance goal (OC8), r = 0.41.

7-There was a significant correlation between Communication (PM6) and Identification and acceptance goal (OC8), r= 0.38.

8-There was a significant correlation between Involvement (PM7) and Identification and acceptance goal (OC8), r = 0.43.

9-There was a significant correlation between Collaboration (PM8) and Identification and acceptance goal (OC8), r = 0.46.

10-There was a significant correlation between Democracy (PM9) and Identification and acceptance goal (OC8), r = 0.43.

11-There was a significant correlation between Transparency (PM10) and Identification and acceptance goal (OC8), r = 0.46.

12-There was a significant correlation between Innovation (PM11) and Identification and acceptance goal (OC8), r = 0.45.

13-There was a significant correlation between Respect (PM12) and Identification and acceptance goal (OC8), r = 0.38.

14-There was a significant correlation between Problem solving (PM13) and Identification and acceptance goal (OC8), r = 0.43.

15-There was a significant correlation between Identify common goal (PM14) and Identification and acceptance goal (OC8), r = 0.48.

16-There was a significant correlation between Equalitarian (PM15) and Identification and acceptance goal (OC8), r = 0.43.

Based on the results in Table 4.96, there were significant liner correlations among the fifteen components of participatory management and Identification and acceptance goal (OC8), r = 0.48. Also Identify common goal (PM14) had the strongest linear correlation (r =0.48) with Identification and acceptance goal (OC8) rather than other component and Trust (PM1) had the poorest liner correlation (r =0.32) with Identification and acceptance goal (OC8). This correlation was statistically significant at the 0.05 level (2-tailed).

Table 4.96 illustrates the overall results for Pearson correlation value of participatory management (PM) and Identification and acceptance goal (OC8) generally and separately in the seven districts in female government high schools in Mashhad.

Based on the results in Table 4.96, the general findings of the study were as follows:

1-There was a significant correlation between participatory management (PM0) and Identification and acceptance goal (OC8) in District I (r = 0.49).

2-There was a significant correlation between participatory management (PM0) and Identification and acceptance goal (OC8) in District II (r = 0.45).

3-There was a significant correlation between participatory management (PM0) and Identification and acceptance goal (OC8) in District III (r = 0.58).

4-There was a significant correlation between participatory management (PM0) and Identification and acceptance goal (OC8) in District IV (r = 0.39).

5-There was a significant correlation between participatory management (PM0) and Identification and acceptance goal (OC8) in District V (r = 0.34).

6-There was a significant correlation between participatory management (PM0) and Identification and acceptance goal (OC8) in District VI (r = 0.44).

Table 4.96

General and Separately Linear Relation Between Participatory Management and Eeach of Its Components With OC8

			PM0	PM1	PM2	PM3	PM4	PM5	PM6	PM7	PM8	PM9	PM10	PM11	PM12	PM13	PM14	PM15
Total	OC8	Pearson Correlation	0.48	0.32	0.41	0.44	0.30	0.41	0.38	0.43	0.46	0.43	0.46	0.45	0.38	0.43	0.48	0.43
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	903	902	902	902	903	903	903	903	902	902	902	902	902	902	903	901
Districts in Mashhad	I	Pearson Correlation	0.49	0.37	0.40	0.39	0.39	0.40	0.36	0.40	0.45	0.41	0.45	0.46	0.42	0.44	0.47	0.43
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	156	156	156	156	156	156	156	156	156	156	156	156	156	156	156	155
	II	Pearson Correlation	0.45	0.18	0.42	0.38	0.24	0.38	0.36	0.42	0.49	0.41	0.48	0.43	0.36	0.42	0.50	0.42
		Sig. (2-tailed)	0.000	0.026	0.000	0.000	0.003	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	153	152	152	152	153	153	153	153	153	153	153	153	153	153	153	153
	III	Pearson Correlation	0.58	0.39	0.41	0.49	0.41	0.51	0.50	0.51	0.51	0.59	0.55	0.61	0.46	0.63	0.66	0.57
		Sig. (2-tailed)	0.000	0.002	0.001	0.000	0.001	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	62	62	62	62	62	62	62	62	61	61	61	61	61	61	62	62
	IV	Pearson Correlation	0.39	0.21	0.35	0.40	0.20	0.33	0.36	0.32	0.36	0.35	0.39	0.34	0.24	0.33	0.40	0.35
		Sig. (2-tailed)	0.000	0.009	0.000	0.000	0.014	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.003	0.000	0.000	0.000
		n	154	154	154	154	154	154	154	154	154	154	154	154	154	154	154	154
	V	Pearson Correlation	0.34	0.27	0.33	0.38	0.11	0.26	0.23	0.28	0.31	0.36	0.28	0.39	0.24	0.33	0.34	0.28
		Sig. (2-tailed)	0.000	0.005	0.000	0.000	0.252	0.007	0.018	0.003	0.001	0.000	0.003	0.000	0.014	0.000	0.000	0.003
		n	107	107	107	107	107	107	107	107	107	107	107	107	107	107	107	106
	VI	Pearson Correlation	0.44	0.33	0.39	0.41	0.23	0.36	0.29	0.45	0.54	0.33	0.45	0.39	0.35	0.37	0.44	0.38
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.016	0.000	0.002	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	113	113	113	113	113	113	113	113	113	113	113	113	113	113	113	113
	VII	Pearson Correlation	0.65	0.51	0.54	0.61	0.51	0.63	0.56	0.60	0.56	0.61	0.58	0.57	0.57	0.55	0.62	0.57
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	158	158	158	158	158	158	158	158	158	158	158	158	158	158	158	158

7-There was a significant correlation between participatory management (PM0) and Identification and acceptance goal (OC8) in District VII (r = 0.65).

In addition to the significant Pearson correlation values indicated in Table 4.96, there were significant liner correlations among fifteen components of participatory management and Identification and acceptance goal (OC8) in female government high schools in seven districts in Mashhad. These correlations were statistically significant at the 0.05 level (2-tailed). The results in Table 4.96 show, District VII had the highest correlation (r =0.65), followed by District III (r =0.58). District V had the lowest correlation (r =0.34). All correlations were statistically significant at the 0.05 level (2-tailed).

Figure 4.59 shows the scatter plot of participatory management (PM) and Identification and acceptance goal. The scatter plot shows the pattern of distribution of scores regarding the relationship of participatory management and Identification and acceptance goal and the Pearson correlation showed a statistically significant, positive correlations between the PM and OC8 scores ($r = 0.48$, $p < 0.05$). Thus, the null hypothesis was rejected and it was concluded that there is a positive correlation between PM and OC8.

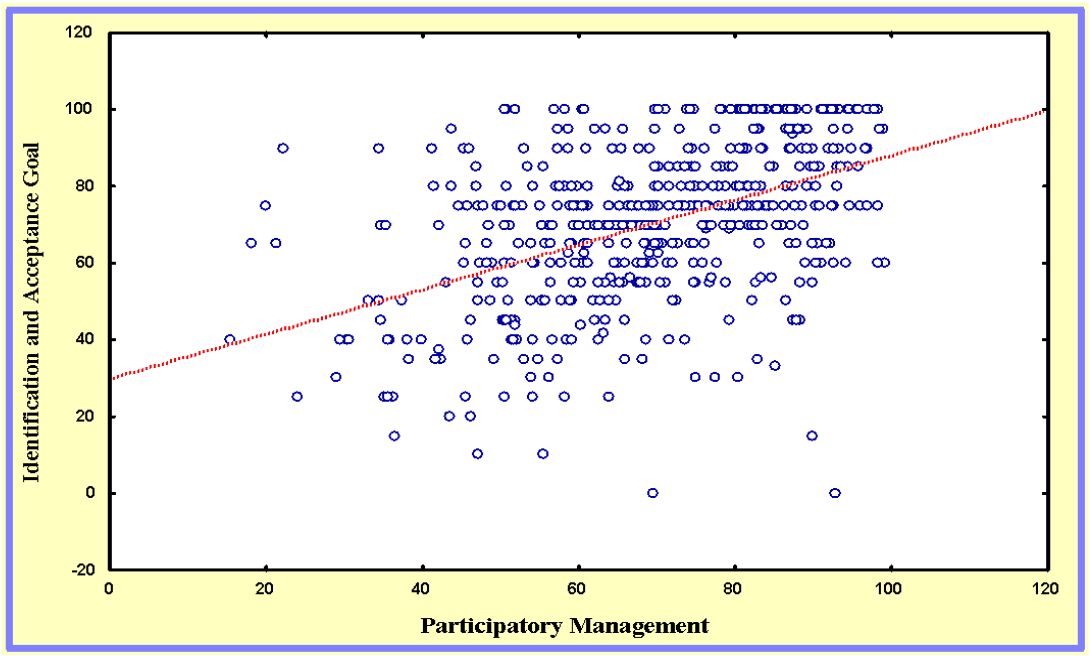

*Figure 4.59.*Scatter plot of participatory management (PM) and Identification and acceptance goal (OC8) , r = 0.48.

In other words, there is a strong evidence to show that, from teachers' perspectives, when managers promote a higher level of participatory management (PM), then teachers tend to have a higher level of Identification and acceptance goal (OC8), while as managers with a lower level of PM, teachers tend to have a lower level of OC8.

Multiple Regression Analysis

Further analyses were made to examine which combination of the participatory management components was a better predictor of Identification and acceptance goal (OC8).For this reason, the multiple regression analysis was used. Thus, both Pearson correlation and regression analysis were used to test the effects of the variables.

Table 4.97 shows the results. Share power (PM4) was significant at the 0.05 level (p = 0.002), Collaboration (PM8) was significant at the 0.05 level (p = 0.006). Identify common goal (PM14) and Team work (PM3) were significant at the 0.01 level (p = 0.000).

Table 4.97
Regression Coefficients to Explain Participatory Management Components and Identification and Acceptance Goal (OC8)

Model Dependent Variable (OC8)	Regression coefficient B	Std. Error	*t*	Sig.
(Constant)	30.835	2.501	12.328	.000
PM14	0.328	.055	5.985	.000
PM3	0.227	.050	4.521	.000
PM4	-0.169	.054	-3.128	.002
PM8	0.150	.055	2.743	.006

$F = 82.25$ d.f.$= 6, 892$ $P-value = 0.000$ $R^2 = 0.27$ $R^2_{\text{Adj}} = 0.27$

Of the four factors, Identify common goal (PM14) had the most regression coefficient to Identification and acceptance goal (OC8) with a Beta of 0.328 (p = 0.000).This was followed by Team work (PM3) with a Beta of 0.227 (p = 0.000) and Collaboration (PM8)

with a Beta of 0.150 (p = 0.006). Share power (PM4) however had a negative effect on Identification and acceptance goal (OC8) with a Beta of -0.169 (p = 0.02).

Based on these tests, there was a significant relationship between the participatory management components and Identification and acceptance goal (OC8). The five predictor models were supported, thus the null hypothesis for each model was rejected.

The general regression model was:

$$y_{OC8} = 30.83 + 0.32\, x_{PM14} + 0.22\, x_{PM3} - 0.16\, x_{PM4} + 0.15\, x_{PM8}$$

And, the regression models in seven districts were as follow:

$$y_{OC8\text{-}I} = 23.68 + 0.40\, x_{PM14} + 0.26\, x_{PM11}$$

$$y_{OC8\text{-}II} = 22.23 + 0.29\, x_{PM14} + 0.26\, x_{PM8} - 0.38\, x_{PM1} + 0.22\, x_{PM2}$$

$$y_{OC8\text{-}III} = 25.87 + 0.65\, x_{PM14}$$

$$y_{OC8\text{-}IV} = 30.44 + 0.24\, x_{PM3} + 0.30\, x_{PM14}$$

$$y_{OC8\text{-}V} = 45.08 + 0.36\, x_{PM11}$$

$$y_{OC8\text{-}VI} = 37.34 + 0.76\, x_{PM8} - 0.28\, x_{PM6}$$

$$y_{OC8\text{-}VII} = 14.81 + 0.31\, x_{PM5} + 0.25\, x_{PM9} + 0.25\, x_{PM3}$$

4.4.10 Results Concerning Relationship between Participatory Management (PM) and Involvement (OC9)

Pearson correlation statistics was used to determine the relationship between the independent variable "participatory management" (PM) and the dependent variable Involvement (OC9). According to the results in Table 4.98, the general findings of the

study concerning participatory management (PM0) and Involvement (OC9) were as follows:

1-There was a significant correlation between participatory management (PM0) and Involvement (OC9), r = 0.48.

2- There was a significant correlation between Trust (PM1) and, Involvement (OC9), r = 0.32.

3-There was a significant correlation between Decision making (PM2) and Involvement (OC9), r = 0.39.

4-There was a significant correlation between Team work (PM3) and Involvement (OC9), r = 0.42.

5-There was a significant correlation between Share power (PM4) and Involvement (OC9), r = 0.30.

6-There was a significant correlation between Motivation (PM5) and Involvement (OC9), r = 0.44.

7-There was a significant correlation between Communication (PM6) and Involvement (OC9), r= 0.40.

8-There was a significant correlation between Involvement (PM7) and Involvement (OC9), r = 0.45.

9-There was a significant correlation between Collaboration (PM8) and Involvement (OC9), r = 0.44.

10-There was a significant correlation between Democracy (PM9) and Involvement (OC9), r = 0.45.

11-There was a significant correlation between Transparency (PM10) and Involvement (OC9), r = 0.44.

12-There was a significant correlation between Innovation (PM11) and Involvement (OC9), r = 0.43.

13-There was a significant correlation between Respect (PM12) and Involvement (OC9), r = 0.43.

14-There was a significant correlation between Problem solving (PM13) and Involvement (OC9), r = 0.43.

15-There was a significant correlation between Identify common goal (PM14) and Involvement (OC9), r = 0.45.

16-There was a significant correlation between Equalitarian (PM15) and Involvement (OC9), r = 0.44.

Based on the results in Table 4.98, there were significant liner correlations among the fifteen components of participatory management and Involvement (OC9), r =0.48. Also Identify common goal (PM14), Involvement (PM7) and Democracy (PM9) had the strongest linear correlation (r =0.45) with Involvement (OC9) rather than other component and Share power (PM4) had the poorest liner correlation (r =0.30) with Involvement (OC9). This correlation was statistically significant at the 0.05 level (2-tailed).

Table 4.98 illustrates the overall results for Pearson correlation value of participatory management (PM) and Involvement (OC9) generally and separately in the seven districts in female government high schools in Mashhad.

Based on the results in Table 4.98, the general findings of the study were as follows:

1-There was a significant correlation between participatory management (PM0) and Involvement (OC9) in District I (r = 0.54).

2-There was a significant correlation between participatory management (PM0) and Involvement (OC9) in District II (r = 0.40).

3-There was a significant correlation between participatory management (PM0) and Involvement (OC9) in District III (r = 0.57).

Table 4.98

General and Separately Linear Relation Between Participatory Management and Each of Its Components With OC9

			PM0	PM1	PM2	PM3	PM4	PM5	PM6	PM7	PM8	PM9	PM10	PM11	PM12	PM13	PM14	PM15
Total	OC9	Pearson Correlation	0.48	0.32	0.39	0.42	0.30	0.44	0.40	0.45	0.44	0.45	0.44	0.43	0.43	0.43	0.45	0.44
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	903	902	902	902	903	903	903	903	902	902	902	902	902	902	903	901
Districts in Mashhad	I	Pearson Correlation	0.54	0.35	0.38	0.49	0.41	0.45	0.40	0.49	0.49	0.50	0.49	0.48	0.45	0.49	0.48	0.48
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	156	156	156	156	156	156	156	156	156	156	156	156	156	156	156	155
	II	Pearson Correlation	0.40	0.14	0.32	0.30	0.18	0.35	0.31	0.39	0.40	0.39	0.38	0.36	0.38	0.35	0.42	0.39
		Sig. (2-tailed)	0.000	0.090	0.000	0.000	0.024	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	153	152	152	152	153	153	153	153	153	153	153	153	153	153	153	153
	III	Pearson Correlation	0.57	0.43	0.51	0.46	0.39	0.54	0.49	0.51	0.48	0.53	0.51	0.56	0.47	0.59	0.63	0.54
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.002	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	62	62	62	62	62	62	62	62	61	61	61	61	61	61	62	62
	IV	Pearson Correlation	0.46	0.30	0.40	0.44	0.30	0.43	0.42	0.40	0.40	0.42	0.37	0.38	0.40	0.33	0.37	0.42
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	154	154	154	154	154	154	154	154	154	154	154	154	154	154	154	154
	V	Pearson Correlation	0.41	0.33	0.35	0.36	0.19	0.37	0.32	0.38	0.40	0.48	0.29	0.37	0.36	0.43	0.35	0.31
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.049	0.000	0.001	0.000	0.000	0.000	0.002	0.000	0.000	0.000	0.000	0.001
		n	107	107	107	107	107	107	107	107	107	107	107	107	107	107	107	106
	VI	Pearson Correlation	0.43	0.32	0.39	0.35	0.20	0.37	0.32	0.44	0.42	0.35	0.44	0.33	0.40	0.38	0.43	0.38
		Sig. (2-tailed)	0.000	0.001	0.000	0.000	0.034	0.000	0.001	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	113	113	113	113	113	113	113	113	113	113	113	113	113	113	113	113
	VII	Pearson Correlation	0.60	0.43	0.45	0.52	0.39	0.60	0.55	0.57	0.51	0.52	0.56	0.54	0.56	0.55	0.57	0.56
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
		n	158	158	158	158	158	158	158	158	158	158	158	158	158	158	158	158

4-There was a significant correlation between participatory management (PM0) and Involvement (OC9) in District IV (r = 0.46).

5-There was a significant correlation between participatory management (PM0) and Involvement (OC9) in District V (r = 0.41).

6-There was a significant correlation between participatory management (PM0) and Involvement (OC9) in District VI (r = 0.43).

7-There was a significant correlation between participatory management (PM0) and Involvement (OC9) in District VII (r = 0.60).

In addition to the significant Pearson correlation values indicated in Table 4.98, there were significant liner correlations among fifteen components of participatory management and Involvement (OC9) in female government high schools in seven districts in Mashhad. These correlations were statistically significant at the 0.05 level (2-tailed). The results in Table 4.98 show, District VII had the highest correlation (r =0.60), followed by District III (r =0.57). District II had the lowest correlation (r =0.40). All correlations were statistically significant at the 0.05 level (2-tailed).

Figure 4.60 shows the scatter plot of participatory management (PM) and Involvement. The scatter plot shows the pattern of distribution of scores regarding the relationship of participatory management and Involvement and the Pearson correlation showed a statistically significant, positive correlations between the PM and OC9 scores ($r = 0.48$, $p < 0.05$). Thus, the null hypothesis was rejected and it was concluded that there is a positive correlation between PM and OC9.

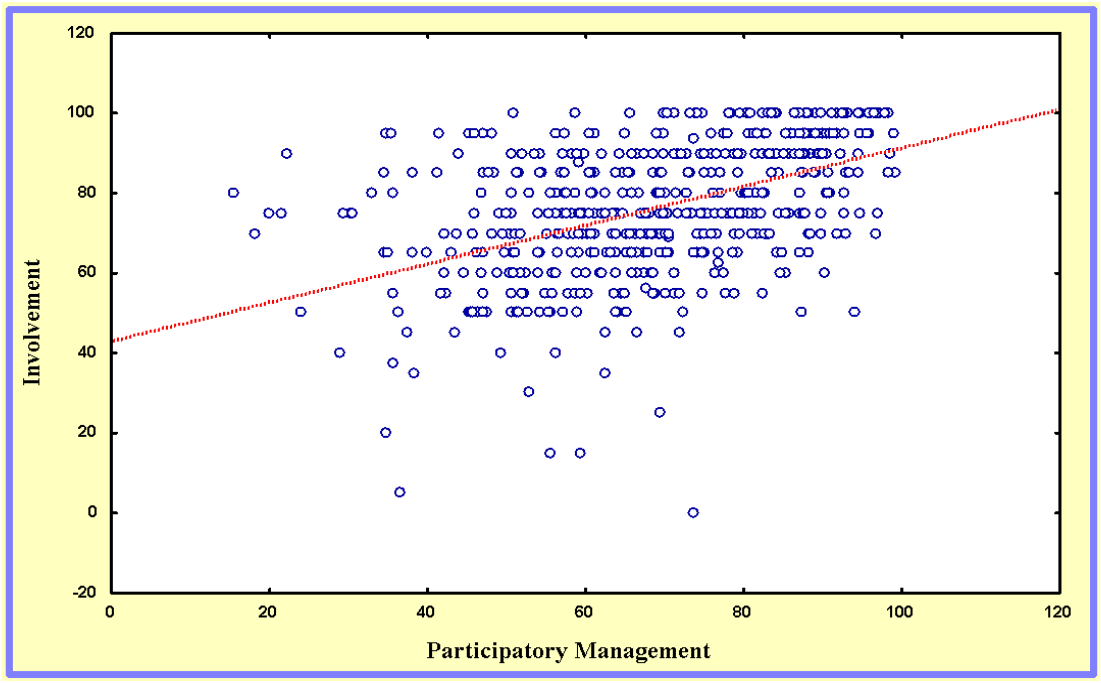

Figure 4.60. Scatter plot of participatory management (PM) and Involvement (OC9) , r = 0.48.

In other words, there is a strong evidence to show that, from teachers' perspectives, when managers promote a higher level of participatory management (PM), then teachers tend to have a higher level of Involvement (OC9) , while as managers with a lower level of PM, teachers tend to have a lower level of OC9.

Multiple Regression Analysis

Further analyses were made to examine which combination of the participatory management components was a better predictor of Involvement (OC9) .For this reason, the multiple regression analysis was used. Thus, both Pearson correlation and regression analysis were used to test the effects of the variables.

Table 4.99 shows the results. Identify common goal (PM14) and was significant at the 0.05 level (p = 0.001) and Motivation (PM5) was significant at the 0.05 level (p = 0.005) and Trust (PM1) was significant at the 0.05 level (p = 0.148).Democracy

(PM9), Team work (PM3), Share power (PM4) and Equalitarian (PM15) were significant at the 0.01 level (p = 0.000).

Table 4.99
Regression Coefficients to Explain Participatory Management Components and Involvement (OC9)

Model Dependent Variable (OC9)	Regression coefficient B	Std. Error	*t*	Sig.
(Constant)	44.887	2.232	20.271	.000
PM14	0.084	.055	3.282	.001
PM9	0.149	.045	3.920	.000
PM3	0.187	.042	3.863	.000
PM4	-0.173	.048	-3.799	.000
PM5	0.155	.052	2.797	.005
PM15	0.115	.048	20.353	.000
PM1	-0.086	.043	1.450	.148

$F = 45.90$ d.f.= 7 , 891 $P-value = 0.000$ $R^2 = 0.27$ $R^2_{\text{Adj}} = 0.26$

Of the seven factors, Team work (PM3) had the most regression coefficient to Involvement (OC9) with a Beta of 0.187 (p = 0.000).This was followed by Motivation (PM5) with a Beta of 0.155 (p = 0.005), Equalitarian (PM15) with a Beta of 0.115 (p = 0.000) and Identify common goal (PM14) with a Beta of 0.084 (p = 0.001).Trust (PM1) had a negative effect on Involvement (OC9) with a Beta of -0.086 (p = 0.148). Share power (PM4) however had a negative effect on Involvement (OC9) with a Beta of -0.173 (p = 0.00).

Based on these tests, there was a significant relationship between the participatory management components and Involvement (OC9). The seven predictor models were supported, thus the null hypothesis for each model was rejected.

The general regression model was:

$$y_{OC9} = 44.88 + 0.08\, x_{PM14} + 0.14\, x_{PM9} + 0.18\, x_{PM3} - 0.17\, x_{PM4} + 0.15\, x_{PM5} + 0.11\, x_{PM15} - 0.08\, x_{PM1}$$

And, the regression models in seven districts were as follows:

$$y_{\text{OC9-One}} = 31.15 + 0.17\, x_{\text{PM9}} + 0.25\, x_{\text{PM3}} + 0.22\, x_{\text{PM15}}$$

$$y_{\text{OC9-Two}} = 52.66 + 0.34\, x_{\text{PM14}}$$

$$y_{\text{OC9-Three}} = 35.16 + 0.59\, x_{\text{PM14}}$$

$$y_{\text{OC9-Four}} = 42.14 + 0.25\, x_{\text{PM3}} + 0.24\, x_{\text{PM15}}$$

$$y_{\text{OC9-Five}} = 56.68 + 0.69\, x_{\text{PM9}} - 0.49\, x_{\text{PM10}} - 0.40\, x_{\text{PM4}} + 0.21\, x_{\text{PM13}} + 0.18\, x_{\text{PM3}}$$

$$y_{\text{OC9-Six}} = 53.26 + 0.36\, x_{\text{PM10}}$$

$$y_{\text{OC9-Seven}} = 37.68 + 0.37\, x_{\text{PM5}} + 0.20\, x_{\text{PM15}}$$

4.5 Descriptive Statistics of Teachers' Demography

This study was conducted in female government high schools in seven districts in Mashhad, Iran. A total of 903 female teachers participated in the study. Demographic questions regarding educational level (Edu), age group (Age), years of service in school (YSS), years of service (YS) and teaching experience (TE) were gathered from each participant and are presented in Table 4.100 until Table 4.104.

Based on the results in Table 4.100, the respondents with Master's degree category comprised 9.2% (n = 83), and 56.1% teachers (n = 507) with Bachelor, 26.6% teachers (n = 240) with degree of Upper Diploma, and 7.1% (64) teachers hold a Diploma. Therefore, Bachelor degree has the highest frequency in comparison with other levels.

Table 4.100
Distribution of Frequencies and Percentages of Teachers' Qualification in General and Separately in Seven Districts

		Total		Districts in Mashhad						
Educational level		Frequency	Percent	I	II	III	IV	V	VI	VII
Valid	Master	83	9.2	10%	8%	11%	7%	11%	9%	10%
	Bachelor	507	56.1	58%	55%	44%	63%	57%	51%	56%
	Upper Diploma	240	26.6	26%	28%	34%	23%	24%	28%	26%
	Diploma	64	7.1	4%	8%	10%	6%	7%	10%	7%
	Total	894	99.0	99%	99%	98%	99%	100%	98%	99%
Missing	System	9	1.0	1%	1%	2%	1%	0%	2%	1%
Total		903	100.0	100%	100%	100%	100%	100%	100%	100%

Table 4.101 shows the frequency distribution of four different age groups of teachers in general and in each of the seven districts in Mashhad: 7.6% of the teachers (n = 69) were between 20-30 years of age, 45.5% (n = 411) between 31-40, 40.2% (n = 363) between 41-50, and 5.9% (n = 53) were above 51. Therefore, the teachers between 31-40 years of age were the biggest group.

Table 4.101
Frequencies and Percentages of Teachers' Age Groups in General and Separately in Seven Districts

		Total		Districts in Mashhad						
	Age	Frequency	Percent	I	II	III	IV	V	VI	VII
Valid	20 - 30 years	69	7.6	12.2%	6.0%	3.3%	9.2%	6.5%	2.7%	9.6%
	31 - 40 years	411	45.5	45.5%	48.3%	49.2%	43.8%	45.8%	45.5%	44.9%
	41 - 50 years	363	40.2	34.6%	42.4%	41.0%	41.8%	44.9%	45.5%	36.5%
	51 years or more	53	5.9	7.7%	3.3%	6.6%	5.2%	2.8%	63%	9.0%
	Total	896	99.2	99%	99%	98%	99%	100%	99%	99%
Missing	System	7	.8	1%	1%	2%	1%	0%	1%	1%
Total		903	100.0	100%	100%	100%	100%	100%	100%	100%

Table 4.102 displays the teachers' being in general and in each of the seven districts in Mashhad: 7.8.6% of the teachers (n = 710) below 10 years, 14.1% (n = 127) for about 11-20 years, 5.1% (n = 46) for 21-30 years, and 1.2% (n = 11) for more than 30 years.

Therefore teachers who worked below 10 years have the highest frequency compared to other levels.

Table 4.102
Frequencies of Years of Service in School in General and Separately in Seven Districts

		Total		Districts in Mashhad						
Years of service in school		Frequency	Percent	I	II	III	IV	V	VI	VII
Valid	10 years or less	710	78.6	82.1%	80.1%	72.1%	81.6%	75.5%	85.7%	75.0%
	11-20 years	127	14.1	13.5%	13.2%	23.0%	13.8%	17.9%	5.4%	16.7%
	21-30 years	46	5.1	4.5%	4.0%	4.9%	3.9%	4.7%	7.1%	7.1%
	31 years or more	11	1.2	0%	2.6%	0%	0.7%	1.9%	1.8%	1.3%
	Total	894	99.0	100%	99%	98%	99%	99%	99%	99%
Missing	System	9	1.0	0%	1%	2%	1%	1%	1%	1%
Total		903	100.0	100%	100%	100%	100%	100%	100%	100%

Table 4.103 shows that 17.6% of the teachers (n = 159) have worked in job for below 10 years, 46.3 % (n = 418) for 11-20 years, 31.5 % (n = 284) for 21-30 years, and 3.0 % (n = 27) for more than 30 years. Therefore, teachers who worked between 21-30 years have the highest frequency in comparison with other levels. Altogether these four categories account for 98.3 % of the sample population.

Table 4.103
Frequencies of Years of Service General and Separately in Seven Districts

		Total		Districts in Mashhad						
Years of service		Frequency	Percent	I	II	III	IV	V	VI	VII
Valid	10 years or less	159	17.6	23.7%	18.7%	11.3%	19.2%	11.4%	12.5%	21.2%
	11-20 years	418	46.3	44.1%	49.3%	54.8%	51.0%	49.5%	48.2%	38.5%
	21-30 years	284	31.5	29.6%	30.7%	32.3%	27.2%	34.3%	35.7%	35.9%
	31 years or more	27	3.0	2.6%	1.3%	1.6%	2.6%	4.8%	3.6%	4.5%
	Total	888	98.3	97%	98%	100%	97%	98%	99%	98%
Missing	System	15	1.7	3%	2%	0%	3%	2%	1%	2%
Total		903	100.0	100%	100%	100%	100%	100%	100%	100%

Based on the results in Table 4.104, 84.2% of the teachers (n = 760) have teaching experience below 10 years, 9.6% (n = 87) between 11-20 years, 2.7 % (n = 24) between 21-30 years, and 0.1% (n = 1) more than 30 years. Therefore, teachers who have teaching

experience below 10 years have the highest frequency compared to other levels. Overall, these four categories account for 96.6 % of the sample population.

Table 4.104
Frequencies of Tteaching Experience General and Separately in Seven Districts

Teaching experience		Total		Districts in Mashhad						
		Frequency	Percent	I	II	III	IV	V	VI	VII
Valid	10 years or less	760	84.2	89.9%	89.2%	83.1%	89.1%	87.5%	89.2%	80.6%
	11-20 years	87	9.6	8.8%	10.1%	13.6%	7.5%	8.7%	6.3%	15.5%
	21-30 years	24	2.7	1.4%	0.7%	3.4%	3.4%	2.9%	4.5%	3.9%
	31 years or more	1	0.1	0%	0%	0%	0%	1.0%	0%	0%
	Total	872	96.6	95%	97%	95%	95%	97%	98%	98%
Missing	System	31	3.4	5%	3%	5%	5%	3%	2%	2%
Total		903	100.0	100%	100%	100%	100%	100%	100%	100%

4.6 Finding of Research Related to Question Number 4 [Part 1 Participatory Management (PM)]

This section will address the research question number 4: What are the differences of participatory management and organizational commitment with regard to the different school districts, teachers' age-groups, teaching experience of teachers of female government high schools?

Analysis of Variance (ANOVA) was used to determine the significant differences among participatory management in relation to teachers' demography in general and separately in seven Districts in Mashhad.

To investigate the differences among the above variables, first it is needed to express a statistical hypothesis as follows:

$$\begin{cases} H_{o.k} : \mu_{1.k} = \mu_{2.k} = \mu_{3.k} = \mu_{4.k} \\ H_{1.k} : \mu_{i.k} \neq \mu_{j.k} \quad ; \quad \exists\, i, j = 1,2,3,4 \end{cases} ; \quad k = 1,2,3,4,5$$

$H_0 k$: There are no significant differences in the mean scores of participatory management in relation to teachers' demography.

$H_1 k$:. There are significant differences in the mean scores of participatory management in relation to teachers' demography.

All hypotheses were tested by using one way analysis of variance (ANOVA) to measure the differences between participatory management among teachers with regard to five items consisting of educational level, age group, years of service in school, years of service and teaching experience. All hypotheses were statistically significant at the 0.05 level.

4.6.1 Differences of Participatory Management (PM) in Relation to Educational Level

Table 4.105 shows, for educational level the F ratio was significant. F (3,890) = 4.578, p = 0.003 indicating a significant difference between participatory management and educational level. Therefore the null hypothesis was rejected.

Table 4.105
ANOVA Comparing Overall Participatory Management and Educational Level

	Participatory Management	Sum of Squares	*df*	Mean Square	*F*	Sig.
Education level	Between Groups	3686.940	3	1228.980	4.578	.003
	Within Groups	238936.639	890	268.468		
	Total	242623.579	893			

Since the F ratio was significant, post hoc test were performed to examine the nature of differences. Duncan test was used to compare the levels.

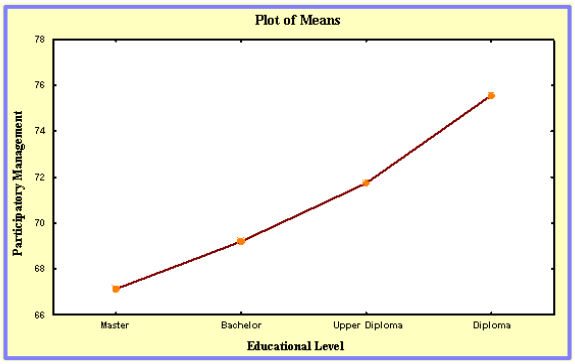

Figure 4.61. The linear figure of mean scores of participatory management and educational levels

Table 4.106
Mean Scores of Participatory Management and Educational Levels

Educational Levels	n	Subset for alpha = .05		
		1	2	3
Master	83	67.130		
Bachelor	507	69.194	69.194	
Upper Diploma	240		71.730	71.730
Diploma	64			75.553

Based on the Duncan test results in Table 4.106, there was a significant difference between PM and educational levels. Duncan test classified four levels of education into three groups. This means that teachers believe an increase in the levels of education causes a decrease in participatory management. For example, teachers who had a bachelor degree had higher participatory management than those who hold a master's degree, and had lower participatory management than those who had a diploma. Figure 4.61 shows the aforementioned results very well.

Diploma > upper diploma > bachelor > master

4.6.2 Differences of Participatory Management (PM) in Relation to Age Group

Table 4.107 shows, for age group the F ratio was significant. F (3,892) = 6.977, p = 0.003 indicating a significant difference between participatory management and age group. Therefore the null hypothesis was rejected.

Table 4.107
ANOVA Comparing Overall Participatory Management and Age Group

	Participatory Management	Sum of Squares	*df*	Mean Square	*F*	Sig.
Age group	Between Groups	5525.315	3	1841.772	6.977	.000
	Within Groups	235472.608	892	263.983		
	Total	240997.922	895			

Since the F ratio was significant, post hoc test were performed to examine the nature of differences. Duncan test was used to compare the levels.

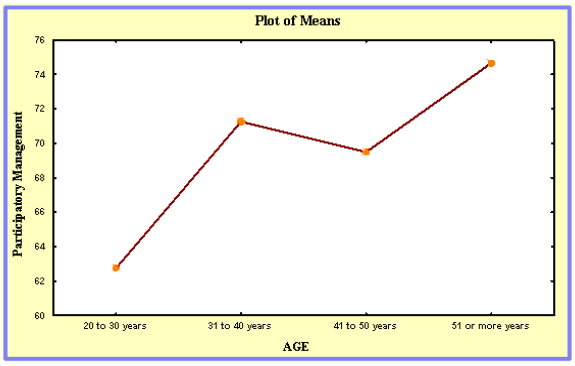

*Figure 4.62.*The linear Figure of mean scores of participatory management and age group.

Table 4.108
Mean Scores of Participatory Management and Age Group

Age group	n	Subset for alpha = .05		
		1	2	3
20 to 30 years	69	62.736		
41 to 50 years	363		69.485	
31 to 40 years	411		71.257	71.257
51 years or more	53			74.649

Based on the Duncan test results in Table 4.108, there was a significant difference between PM and age group. Duncan test classified four group of age into three groups. This means that teachers believe an increase in the group of age causes an increase in participatory management except in age group 31 to 40 years. For example, teachers who had 41 to 50 years old had higher participatory management than those who hold 20 to 31 years old, and had lower participatory management than those who had 51 years or more. Figure 4.62 shows the aforementioned results very well.

51 years or more > 41 to 50 years > 20 to 30 years

4.6.3 Differences of Participatory Management (PM) in Relation to Years of Service

Table 4.109 shows, for years of service the F ratio was significant. F (3,884) = 9.471, p = 0.000 indicating a significant difference between participatory management and years of service. Therefore the null hypothesis was rejected

Table 4.109
ANOVA Comparing Ooverall Participatory Management and Years of Service

	Participatory Management	Sum of Squares	*df*	Mean Square	*F*	Sig.
Years of service	Between Groups	7480.009	3	2493.336	9.471	.000
	Within Groups	232709.941	884	263.247		
	Total	240189.950	887			

Since the F ratio was significant, post hoc test were performed to examine the nature of differences. Duncan test was used to compare the levels.

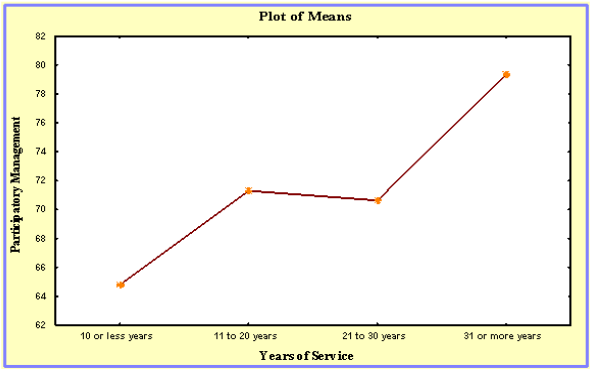

Figure 4.63. The linear Figure of mean scores of participatory management and years of service

Table 4.110
Mean Scores of Participatory Management and Years of Service

Years of service	n	Subset for alpha = .05		
		1	2	3
10 years or less	159	64.787		
21 to 30 years	284		70.633	
11 to 20 years	418		71.301	
31 years or more	27			79.352

Based on the Duncan test results in Table 4.110, there was a significant difference between PM and years of service. Duncan test classified four group of age into three groups. This means that teachers believe an increase in the years of service causes an increase in participatory management except in years of service 11 to 20 years. For example, teachers

who had years of service 21 to 30 years had higher participatory management than those who hold 10 years or less, and had lower participatory management than those who had been in service for 31 years or more. Figure 4.63 shows the aforementioned results very well.

31 years or more > 21 to 30 years > 10 years or less

4.6.4 Differences of Participatory Management (PM) in Relation to Years of Service in School

Table 4.111 shows, the years of service in school and the F ratio was not significant. F (3,890) = 0.799, p = 0.495 indicating, there was not a significant difference between participatory management and years of service in school. Therefore the null hypothesis was not rejected. Since the F ratio was not significant, post hoc test was not used.

Table 4.111
ANOVA Comparing Overall Participatory Management and Years of Service in School

	Participatory Management	Sum of Squares	*df*	Mean Square	*F*	Sig.
Years of service in school	Between Groups	636.382	3	212.127	.799	.495
	Within Groups	236408.180	890	265.627		
	Total	237044.562	893			

4.6.5 Differences of Participatory Management (PM) in Relation to Teaching Experience

Table 4.112 shows, for teaching experience the F ratio was not significant. F (3,868) = 0.747, p = 0.524 indicating, there was not a significant difference between participatory management and teaching experience. Therefore the null hypothesis was not rejected. Since the F ratio was not significant, post hoc test was not used.

Table 4.112
ANOVA Comparing Overall Participatory Management and Teaching Experience

	Participatory Management	Sum of Squares	*df*	Mean Square	*F*	Sig.
Teaching experience	Between Groups	606.116	3	202.039	.747	.524
	Within Groups	234851.474	868	270.566		
	Total	235457.590	871			

4.7 Finding of Research Related to Question Number 4 [Part 2 Organizational Commitment (OC)]

This section will address the research question number 4: What are the extents of differences of participatory management and organizational commitment with regard to the different school districts, teachers' age-groups, teaching experience of teachers of female government high schools?

Analysis of Variance (ANOVA) was used to determine the significant differences among organizational commitment in relation to teachers' demography in general and separately in seven Districts in Mashhad.

To investigate the differences among the above variables, first it is needed to express a statistical hypothesis as follows:

$$\begin{cases} H_{\circ.k} : \mu_{1.k} = \mu_{2.k} = \mu_{3.k} = \mu_{4.k} \\ H_{1.k} : \mu_{i.k} \neq \mu_{j.k} \quad ; \quad \exists\, i,j = 1,2,3,4 \end{cases} ; \quad k = 1,2,3,4,5$$

$H_0 k$: There is no significant difference in the mean scores of organizational commitment in relation to teachers' demography.

$H_1 k$:. There is a significant difference in the mean scores of organizational commitment in relation to teachers' demography.

All hypotheses were tested by using one way analysis of variance (ANOVA) to measure the differences between organizational commitment among teachers with regard to five items consisting of educational level, age group, years of service in school, years of service and teaching experience. All hypotheses were statistically significant at the 0.05 level.

4.7.1 Differences of Organizational Commitment (OC) in Relation to Educational Level

Table 4.113 shows, for educational level the F ratio was significant. F (3,890) = 5.749, p = 0.001 indicating a significant difference between organizational commitment and educational level. Therefore the null hypothesis was rejected.

Table 4.113
ANOVA Comparing Overall Oorganizational Commitment and Educational Level

	Organizational commitment	Sum of Squares	*df*	Mean Square	*F*	Sig.
Education level	Between Groups	5807.538	3	1935.846	5.749	.001
	Within Groups	299687.346	890	336.727		
	Total	305494.884	893			

Since the F ratio was significant, post hoc test were performed to examine the nature of differences. Duncan test was used to compare the levels.

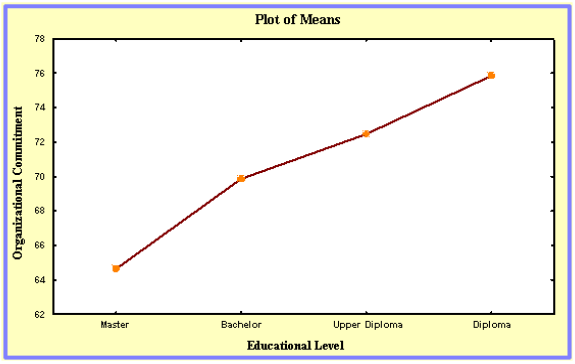

Figure 4.64. The linear Figure of mean scores of organizational commitment and educational levels.

Table 4.114
Mean Scores of Organizational Commitment and Educational Levels

Educational Levels	n	Subset for alpha = .05		
		1	2	3
Master	83	64.635		
Bachelor	507		69.863	
Upper Diploma	240		72.458	72.458
Diploma	64			75.842

Based on the Duncan test results in Table 4.114, there was a significant differences between OC and educational levels. Duncan test classified four levels of education into three groups. This means that teachers believe an increase in the levels of education causes a decrease in organizational commitment. For example, teachers who had a bachelor degree had higher organizational commitment than those who hold a master's degree, and had lower organizational commitment than those who had a diploma. Figure 4.64 shows the aforementioned results very well.

Diploma > upper diploma > bachelor > master

4.7.2 Differences of Organizational Commitment (OC) in Relation to Age Group

Table 4.115 shows, for age group the F ratio was significant. F (3,892) = 6.186, p = 0.000 indicating a significant difference between organizational commitment and age group. Therefore the null hypothesis was rejected.

Table 4.115: *ANOVA Comparing Overall Organizational Commitment and Age Group*

	Organizational commitment	Sum of Squares	*df*	Mean Square	*F*	Sig.
Age group	Between Groups	6248.857	3	2082.952	6.186	.000
	Within Groups	300342.208	892	336.707		
	Total	306591.065	895			

Since the F ratio was significant, post hoc test were performed to examine the nature of differences. Duncan test was used to compare the levels.

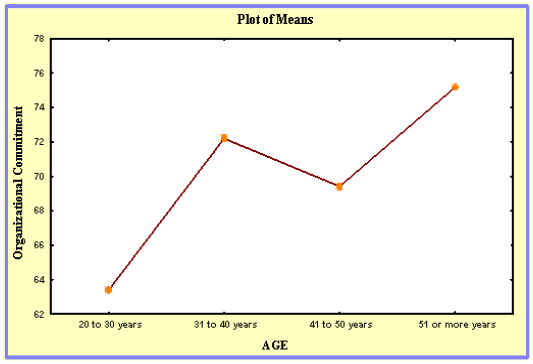

Figure 4.65. The linear Figure of mean scores of organizational commitment and age group

Table 4.116
Mean scores of Organizational Commitment and Age Group

Age group	n	Subset for alpha = .05		
		1	2	3
20 to 30 years	69	63.394		
41 to 50 years	363		69.415	
31 to 40 years	411		72.198	72.198
51 years or more	53			75.172

Based on the Duncan test results in Table 4.116, there was a significant difference between OC and age group. Duncan test classified four group of age into three groups. This means that teachers believe an increase in the group of age causes an increase in organizational commitment except in age group 31 to 40 years. For example, teachers who had 41 to 50 years old had higher organizational commitment than those who hold 20 to 31 years old, and had lower organizational commitment than those who had 51 years or more. Figure 4.65 shows the aforementioned results very well.

51 years or more > 41 to 50 years > 20 to 30 years

4.7.3 Differences of Organizational Commitment (OC) in Relation to Years of Service

Table 4.117 shows, for years of service the F ratio was significant. F (3,884) = 6.138, p = 0.000 indicating a significant difference between organizational commitment and years of service. Therefore the null hypothesis was rejected.

Table 4.117
ANOVA Comparing Overall Organizational Commitment and Years of Service

	Organizational commitment	Sum of Squares	*df*	Mean Square	*F*	Sig.
Years of service	Between Groups	6176.299	3	2058.766	6.138	.000
	Within Groups	296522.037	884	335.432		
	Total	302698.336	887			

Since the F ratio was significant, post hoc test were performed to examine the nature of differences. Duncan test was used to compare the levels.

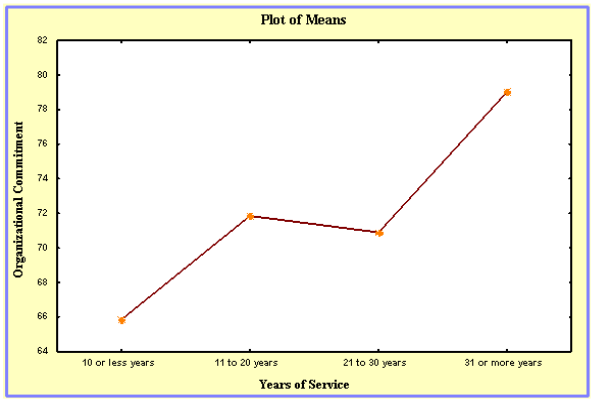

Figure 4.66: The linear Figure of mean scores of organizational commitment and years of service

Table 4.118
Mean Scores of Organizational Commitment and Years of Service

Years of service	n	Subset for alpha = .05		
		1	2	3
10 years or less	159	65.850		
21 to 30 years	284	70.893	70.893	
11 to 20 years	418		71.847	
31 years or more	27			79.033

Based on the Duncan test results in Table 4.118, there was a significant difference between OC and years of service. Duncan test classified four group of age into three groups. This means that teachers believe an increase in the years of service causes an increase in organizational commitment except in years of service 11 to 20 years. For example, teachers who had years of service 21 to 30 years had higher organizational commitment than those who hold 10 years or less, and had lower organizational commitment than those who had 31 years or more. Figure 4.66 shows the aforementioned results very well.

31 years or more > 21 to 30 years > 10 years or less

4.7.4 Differences of Organizational Commitment (OC) in Relation to Years of Service in School

Table 4.119 shows, for years of service in school the F ratio was not significant. F (3,890) = 0.312, p = 0.816 indicating, there was not a significant difference between organizational commitment and years of service in school. Therefore the null hypothesis was not rejected. Since the F ratio was not significant, post hoc test were not used.

Table 4.119
ANOVA Comparing Overall Organizational Commitment and Years of Service in School

	Organizational commitment	Sum of Squares	*df*	Mean Square	*F*	Sig.
Years of service in school	Between Groups	315.972	3	105.324	.312	.816
	Within Groups	300136.213	890	337.232		
	Total	300452.185	893			

4.7.5 Differences of Organizational Commitment (OC) in Relation to Teaching Experience

Table 4.120 shows, for teaching experience the F ratio was not significant. F (3,868) = 2.534, p = 0.056 indicating, there was not a significant difference between organizational commitment and teaching experience. Therefore the null hypothesis was not rejected. Since the F ratio was not significant, post hoc test were not used.

Table 4.120
ANOVA Comparing Overall Organizational Commitment and Teaching Experience

	Organizational commitment	Sum of Squares	df	Mean Square	*F*	Sig.
Teaching experience	Between Groups	2592.436	3	864.145	2.534	.056
	Within Groups	295991.670	868	341.004		
	Total	298584.106	871			

A multivariate analysis of variance (MANOVA) was conducted to determine the effect of teachers' demography consist educational level (Edu), age category (Age), years of service (YS), years of service in school (YSS) and teaching experience (TE) on two variables Participatory management and organizational commitment. Based on results in Table 4.121, there are statistically significant differences between some groups at an alpha level of 0.05. The general findings of the study are as follows:

1-There is a significant differences between (Age) and Organizational Commitment ($p = 0.023$).

2-There is a significant differences between (TE) and Participatory management ($p = 0.040$).

3-There is a significant differences between (TE) and Organizational Commitment ($p = 0.002$).

4-There is a significant differences between (Edu & YSS) and Organizational Commitment ($p = 0.011$).

5-There is a significant differences between (Edu & Age & YSS) and Organizational Commitment ($p = 0.015$).

6-There is a significant differences between (Edu & YS) and Participatory management ($p = 0.000$).

7-There is a significant differences between (Edu & YS) and Organizational Commitment ($p = 0.010$).

8-There is a significant differences between (YSS & YS) and Organizational Commitment ($p = 0.032$).

9-There is a significant differences between (Edu &YS & YSS) and Organizational Commitment ($p = 0.014$).

10-There is a significant differences between (Edu & TE) and Participatory management ($p = 0.014$).

11-There is a significant differences between (Edu & TE) and Organizational Commitment (p = 0.006).

12-There is a significant differences between (YSS & TE) and Organizational Commitment (p = 0.015).

Table 4.121
MANOVA Comparing Teachers' Demography With Regarding PM and OC

Effect		Value	*F*	Hypothesis df	Error df	Sig
Corrected Model	PM0	59520.727(a)	102	583.537	2.557	.000
	OC0	86665.499(b)	102	849.662	3.140	.000
Intercept	PM0	296115.108	1	296115.108	1297.563	.000
	OC0	297048.822	1	297048.822	1097.935	.000
Edu & YSS	PM0	2197.897	5	439.579	1.926	.088
	OC0	4071.779	5	814.356	3.010	.011*
Edu & Age & YSS	PM0	556.965	3	185.655	.814	.487
	OC0	2843.319	3	947.773	3.503	.015*
Edu & YS	PM0	6778.167	8	847.271	3.713	.000*
	OC0	5478.474	8	684.809	2.531	.010*
YSS & YS	PM0	1506.727	5	301.345	1.320	.253
	OC0	3333.703	5	666.741	2.464	.032*
Edu & YSS & YS	PM0	763.949	2	381.974	1.674	.188
	OC0	2340.319	2	1170.159	4.325	.014*
Edu & TE	PM0	3278.297	5	655.659	2.873	.014*
	OC0	4450.845	5	890.169	3.290	.006*
BIS & TE	PM0	1218.648	3	406.216	1.780	.149
	OC0	2841.521	3	947.174	3.501	.015*

Note * means statistically significant

4.8 Finding of Research Related to Question Number Five

This section will address the research question number 5: What are the constraints in implementing participatory management in female government high schools in Mashhad?

Table 4.122 shows overall results for mean values of the constraints in implementing participatory management in the seven Districts of female government high schools in Mashhad including the minimum and maximum value and standard deviation value.

Table 4.122

Mean Value of the Constraints in Implementing Participatory Management in Seven Districts in Mashhad

	Count	Mean	Minimum	Maximum	Standard Deviation
Constraints in Implementing Participatory Management (CIPM)	903	46.44	0.00	100.0	20.62
District I	156	46.6	.0	100.0	21.9
District II	153	45.9	.0	82.7	20.7
District III	62	51.3	.0	89.6	21.1
District IV	154	45.9	.0	90.4	20.0
District V	107	44.2	.0	92.3	19.0
District VI	113	47.0	.0	90.4	20.2
District VII	158	46.5	.0	90.4	21.1

Based on the results in Table 4.122, overall means score of the constraints in implementing participatory management (from the maximum score 100) was 46.44, and the standard deviation value was 20.62. This means that there was not a prominent level of the constraints in implementing participatory management in the female government high schools in Mashhad districts. In fact, this situation was the same for all the seven districts. The result also shows the Districts III has high mean value i.e. 51.3. On the other hand, Districts V has low mean value 44.2. The value of the standard deviation was the highest for District I, meaning the greatest disagreement was among the teachers in the District I in answering the survey questionnaire, and the teachers in the District V had more agreement about the constraints in implementing participatory management .

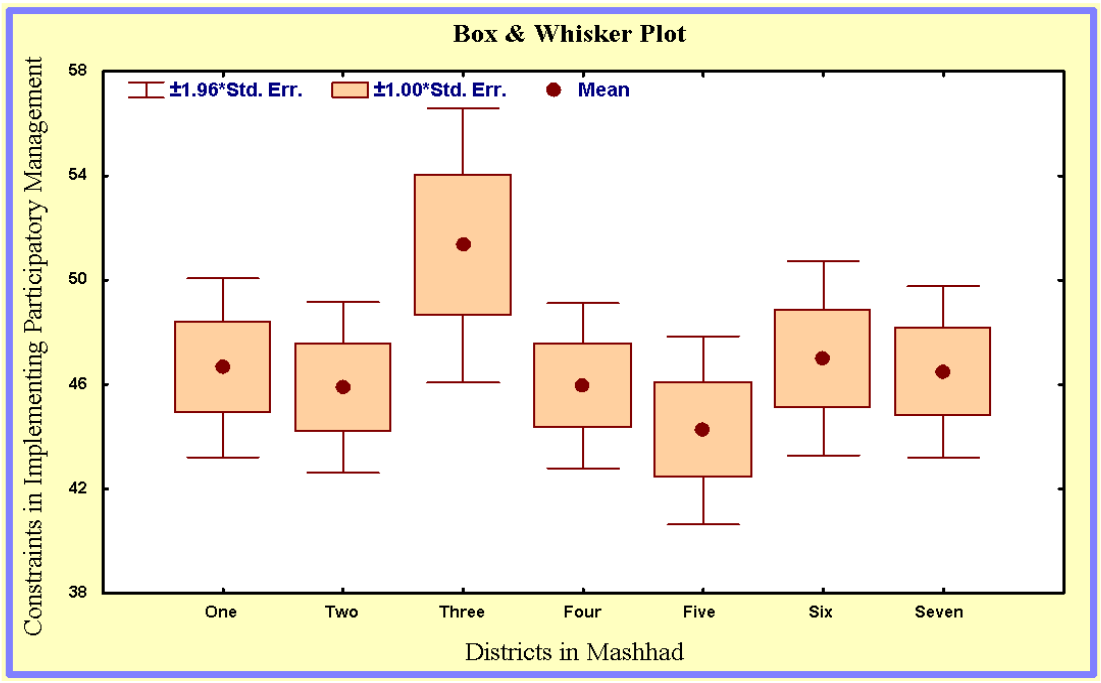

Figure 4.67. Boxplot comparisons of the scores distribution of the constraints in implementing participatory management in seven districts in Mashhad.

Based on Figure 4.67, all the mean scores were less than 52, the highest for District III and the lowest for District V. Therefore, this indicates that the constraints in implementing participatory management were not high or at a favorable level among teachers in school management.

Constraints in implementing participatory management were measured by 13 questions (143-155). Table 4.143 shows the distribution of the frequency and percentage of the scores in Table 4.143 for the items in this component. Based on the results, of the 903 respondents, it was found that more than 22% scored prominent and very prominent for the constraints in implementing participatory management.

The teachers expressed that lack of a formalized document causes the teams to operate under informal practices that do not promote trust and limit their effectiveness as decision makers. Consequently, the school head retains the sole authority to endorse or reject a

teacher's recommendation. This was the most important item in the constraints in implementing participatory management (question 10). Additionally, Time constraints and technical decisions make teachers unable to attend team meetings (question 8) and Employee barriers exist when non-managerial staffs resist involvement in participatory management due to the lack of an organizational climate supportive of employee participation (question 9). These items were important in the constraints in implementing participatory management.

In addition three following items were less important in the constraints in implementing participatory management.

- Teachers/staffs fear that their effective involvement in participatory management will lead to changes in the organization of work that are not to their benefit such as increased workloads or even loss of jobs.
- The school head views participatory management as a quick fix solution, underestimating the complexity of shared decision making that inevitably result in the discouragement of teachers/staff.
- A lack of teachers'/staffs' commitment causes the school head to endorse the shift from a top-down hierarchical governance structure.

Table 4.123

Percentage for Responses on Constraints in Implementing Pparticipatory Management Component by the Teachers

Item number	Survey Item Description	Totally not Prominent	Fairly not Prominent	Fairly Prominent	Prominent	Very Prominent	Descriptive		
							Count	Mean	Standard Deviation
143	PM lead to workloads or loss of jobs	19.1%	20.3%	39.0%	18.2%	3.5%	897	2.7	1.08
144	Adversarial relations between head and teachers	17.4%	23.7%	28.4%	20.8%	9.6%	893	2.8	1.22
145	PM as a quick fix solution	20.7%	23.6%	27.5%	21.6%	6.7%	885	2.7	1.21
146	A lack of teachers/staff's commitment	20.3%	23.0%	28.1%	20.0%	8.6%	891	2.7	1.23
147	Little or no training was provided for teacher	15.3%	21.7%	31.2%	19.8%	12.1%	885	2.9	1.23
148	The quality of products	15.9%	22.2%	38.0%	18.2%	5.6%	891	2.8	1.10
149	Adhered to a rigid bureaucratic government structure.	14.8%	22.9%	32.0%	23.5%	6.8%	881	2.8	1.14
150	Time constraints prevent teachers from attending meetings.	12.1%	21.9%	29.1%	24.3%	12.6%	892	3.0	1.20
151	Lack of an organizational climate supportive of employee participation.	13.8%	17.4%	32.4%	23.8%	12.6%	862	3.0	1.21
152	Lack of a formalized document	14.6%	17.7%	28.3%	24.3%	15.1%	881	3.1	1.27
153	Management not knows how she could empower team members to make decisions.	14.5%	19.8%	31.7%	25.7%	8.4%	881	2.9	1.17
154	Teachers/staff do not comprehend the concept of PM	15.0%	21.9%	31.5%	23.7%	8.0%	896	2.9	1.17
155	head's lack of confidence in teachers ability to contribute to the fostering of a new PM	20.9%	20.2%	24.2%	26.6%	8.1%	891	2.8	1.26

The results in table 4.123 can be presented graphically by Figure 4.68, which shows the bar-type Figure of the size percentage for each of the thirteen items of the constraints in implementing participatory management.

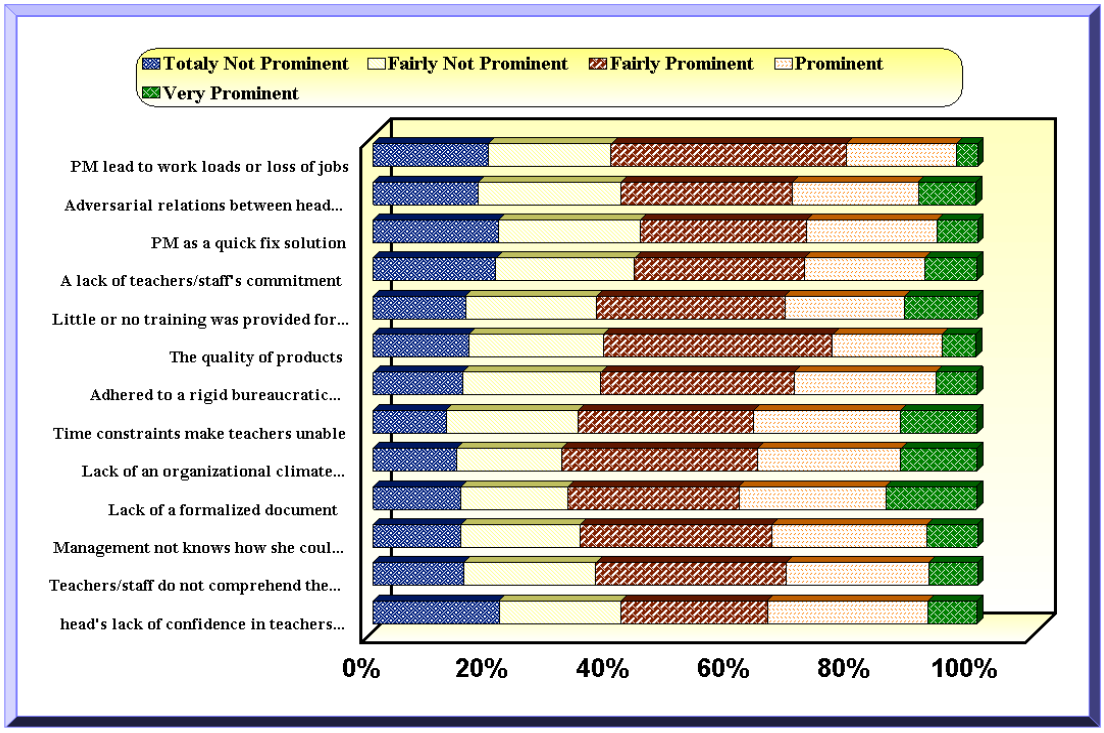

Figure 4.68. The size percentage for each of the thirteen items of the constraints in implementing participatory management.

Statistically, the hypotheses are as follows:

Constraints in implementing participatory management are not at the desirable state. $H0: \mu < 60$

Constraints in implementing participatory management are at the desirable state. $H1: \mu \geq 60$

μ: sample average score
60: selected value of the overall score (cut-off value)

To test the above assumption, the student's *t-test* one sided has been used. By calculation, the overall *t-test* value was -19.747 at the significant level of .000. The analysis for the seven Districts is shown in Table 4.144:

Table 4.124
Result of t-test Value of the Cconstraints in Implementing Participatory Management Generally and Separately in Seven Districts in Mashhad

	t-test value	*df*	Sig. (one-tailed)
Constraints in Implementing Participatory Management	-19.747	902	.000
District I	-7.633	155	.000
District II	-8.457	152	.000
District III	-3.226	61	.002
District IV	-8.698	153	.000
District V	-8.561	106	.000
District VI	-6.837	112	.000
District VII	-8.072	157	.000

Based on the results in Table 4.124, the high schools in the seven districts of Mashhad had not substantial constraints in implementing participatory management, as indicated by all the *t-test* values which were significant.

4.9 Overall Summary

The elaborated statistical analyses in this chapter have successfully answered all the research questions. This research found that PM was positively correlated with OC in the context of female high schools in Mashhad, Iran. This research also found that PM and OC varies according to educational level, age, and year of services of female teachers. In addition, the 15 components of PM and 9 components of OC were found to be positively correlated among each other respectively.

CHAPTER FIVE

SUMMARY, DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter summarizes and discusses the findings of the study. The focus of this study was participatory management (PM), organizational commitment (OC) and the relationship between participatory management and organizational commitment in female government high schools in Mashhad, Iran.

The main objective of the study was to determine the extent of participatory management, that is, the participation of teachers in the decision-making process in high schools in Mashhad city in Iran. Participatory management is a new phenomenon in Iran under the concept of school based management (SBM) and local autonomy. In addition, this study had investigated the extent of organizational commitment among high school female teachers in Mashhad district. Organizational commitment among teachers had been problematic in Iran because of the low status of the teaching profession, or because of the increasing workload of teachers.

Another objective of the study was to determine the extent of relationship between participatory management and organizational commitment in female government high schools in Mashhad city. The study also examined the problems and constraints affecting the use of participatory management. Also investigated were the extents of differences of participatory management and organizational commitment with regard to the different districts, teachers' age-groups, and teaching experience of teachers.

This study involved 903 teachers from female government high schools in seven districts of Mashhad during the academic year 2007-2008. A stratify random sampling procedure was used to choose the required teachers for this study.

A questionnaire on participatory management and organizational commitment was constructed, in which the items were derived from readings of relevant literature discussed in Chapter Two. This procedure is to ensure face and construct validity of the instrument. Later, the instrument developed in English was translated to the Persian language by two professors in Ferdowsi University who were experts in Persian language and familiar with the educational management area.

The data were analyzed using the SPSS (Statistical Packages for the Social Sciences) programs, Version 13. Statistical methods such as mean, standard deviation, *t*-test, Pearson correlation, regression, analysis of variance (ANOVA) and multiple analysis of variance (MANOVA) were used to derive the findings of this study.

5.2 Overall Summary of Research Findings

Overall findings of this research has yielded in Table 5.1 until Table 5.5 next pages. These tables summarize the main findings, extracted from the extensive analyses made in Chapter Four before.